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ABSTRACT

This first of a 3-volume curriculum guide covering Grades 1-9 contains four master units which incorporate career education concepts into the existing curriculum for Grades 1-4. The units for Grades 1-4 respectively are: Finding Out About the World of Work, Careers in Our Neighborhood and Community, Careers in and Around the City, and Careers in Our City and State. The general format for each unit includes an introduction, educational goals, career education concepts, informational (behavioral) objectives, instructional procedures, suggested student outcomes, evaluation methods, miscellaneous materials (primarily letters to parents and/or resource persons), and a bibliography. The instructional procedures are activities and experiences designed to achieve the stated goals and objectives. For each activity, the related content areas (for example, math and social studies) and the materials needed are listed. A bibliography of career education materials completes the document. Entries are arranged alphabetically by type of material and include articles, books, and pamphlets. The information provided for pamphlets, which constitute the largest number of references, is the title and availability. (Author/RG)

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Curriculum Resource Guide

Volume I - Grades 1 - 4

Volume II - Grades 5 - 8

Volume III - Grades 8 - 9

RESEARCH AND DEVELOPMENT PROJECT

IN

CAREER EDUCATION

Project No. V361010L

Grant No. OEG-0-73-2990

Conducted Under

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VT-103-218

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CAREER EDUCATION

Curriculum Resource Guide
Volume I

Grades 1 - 4

Petersburg Public Schools

Career Education Project

Curriculum Resource Guide

Grades 1 - 8

The Petersburg School Board

John D. Meade
Superintendent

Elmore E. Rainey
Assistant Superintendent

R. Graydon DeLoatche
Director of Instruction

Petersburg, Virginia

1974

FOREWORD

The need for innovation in education has never been more apparent than it is today. Our school division is part of a changing society that creates constantly accelerating demands for new insights into the learning process, new ways of teaching, and workable strategies for relating the traditional academic focus of the classroom to the "real world" outside the classroom walls. Students, parents, teachers, business and civic groups are calling for new ways of applying resources to educational needs, for experimentation and flexibility in altering obsolete roles and for relationships within school divisions that will facilitate more creative and effective resolution of educational problems.

One of the new strategies for meeting these educational challenges is a school curriculum organized around the Career Education theme that is correlated with academic subjects. This approach presents an opportunity for students to learn by direct and immediate involvement that eliminates the distinction between "classroom" and "reality," and brings the "real world" into the classroom..

It is a distinct privilege to continue the Career Education Pilot Program under state help and supervision. Our participation in the program under federal funding for the past two years causes us to believe that its merits make further exploration and development highly desirable in the firm belief that this educational program is all-encompassing and involves education of the future. Petersburg is particularly grateful to former State Senator Eugene P. Sydnor for his interest and leadership in making possible the expansion of the Career Education Program in the Petersburg City Schools. Through the interest of Mr. Sydnor, an outstanding individual in the field of business and a great friend of public education, the Career

Education Program is gaining more national interest than any other concept in the history of education.

Our goal for education is that every young person leaving or completing his high school program should be ready to enter higher education or have a salable skill for entering useful and rewarding employment. This concept has been embodied within this Career Education Resource Guide and our future Career Education Model for grades K-12.

John D. Meade
Superintendent

Task Force for Curriculum

Development Career Education Program

Grades 1 - 8

1972 - 73

David Anderson School

Louise C. Fothergill,	Grade 3
Kathrine S. Gianniny,	Grade 2
Pauline J. Gore,	Grade 2
Anna B. Jarratt,	Grade 3
Elizabeth B. Johnson,	Grade 2
Dorothy W. Smith,	Grade 1
Faye E. Snoddy,	Grade 1

A. P. Hill School

Pearlie B. Freeman,	Grade 5
Bonita L. Keel,	Grade 6
Karen B. Lind,	Grade 6
Marguerite H. Rosson,	Grade 7
Evelyn G. Swann,	Grade 6
Barbara Van Etten,	Grade 5
Jeanette Watts,	Grade 7

Virginia Avenue School

Debra K. Everett, Grade 5

Helen P. Howard, Grade 4

Adelaide W. Jackson, Grade 6

* Leon W. Johnson, Grade 5

* Lucille P. Oliver Grade 7

Claudette I. Thomas, Grade 6

Arnetta Thompson, Grade 7

* Sandra Whitfield Grade 5

Walnut Hill School

Catherine Adams, Grade 4

Susie W. Brown, Grade 2

* Viola H. Clark, Grade 1

* Beatrice M. Graves, Grade 4

* Ethel J. Greene, Grade 2

* Edith F. Howard, Grade 3

Alice T. Jones, Grade 1

Carrie S. Myrick, Grade 3

Peabody Junior High School

Charles R. Barksdale, Jr., Grade 8, Social Studies

* Elsie D. Ellis,

* Wyndell G. Harris,

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Paulette D. Phillips

* Original Task Force for the Development of the Curriculum Resource Guide.

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PHILOSOPHY

We, in the Petersburg Career Education Program, believe that we must make certain that paycheck education is not left to chance. We should and must develop an awareness in our students of the real world of work as it exists today and is likely to exist tomorrow.

We must remember that a career is a long sequence of work experiences, each of which builds upon the individual's preparation, not for just the first job, but for a lifetime of useful work and expanding opportunities.

The careers of students in schools today will span the last quarter of the 20th century and the first quarter of the 21st. During these years many kinds of work will become obsolete while new ones will emerge. All jobs will change substantially. Consequently, the best career education is that which prepares individuals to rise to new opportunities and to adapt themselves to change. It must make for maximal flexibility.

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INTRODUCTION

Petersburg Career Education Project

Curriculum Resource Guide

The Petersburg curriculum resource guide for the Career Education Program for grades 1 - 7 and the 8th grade social studies curriculum is designed to fuse and blend career education activities into the existing curriculum.

Revisions of the existing elementary school curriculum and the eighth grade social studies curriculum were undertaken in order to incorporate career awareness, career orientation and career exploration experiences in these grades and to re-focus the various disciplines around the career development theme. The career development experiences will serve as the vehicle or motivation for teaching the basic academic skills to the students. Therefore the career education theme will serve as a common thread to unify the educational efforts at all levels.

In developing the curriculum resource guide, master units were written in which career education concepts were incorporated into the existing curriculum at each grade level. The area of social studies was used as the main vehicle to accomplish this goal. Educational goals, career education concepts, and behavioral objectives were stated. Activities were then suggested which included activities in the other content areas in which the concepts of career education could also be accomplished.

The criteria for the selection of activities to promote career development were based upon anticipated students' needs, abilities, insights, interests, and aspirations; environmental constraints; principles of the psychology of learning, and human growth and development.

The general format of the curriculum resource guide which is used by all grade levels is as follows:

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Curriculum Guide Outline

Grade 1

Master Unit: Finding Out About the World of Work

I. Introduction

II. Educational Goals

III. Career Education Concepts

IV. Informational Objectives - (Specific, stated in behavioral terms)

V. Instructional Procedures - (activities and experiences to achieve objectives)

Content Areas	Activities	Resources	
1. Soc. St.	1.	1.	
	2.	2.	
2. Lang. Arts	1.	1.	3.
	2.	2.	

VI. Suggested Student Outcomes

VII. Evaluation

VIII. Miscellaneous
  1. Letters to parents
  2. Letters to resource persons
  3. Etc.

IX. Bibliography
  A. Teachers
  B. Students

Grade 2

Master Unit: Careers In Our Neighborhood and Community.

Grade 3

Master Unit: Careers In and Around the City

Grade 4

Master Unit: Careers In Our City and State

Grade 5

Master Unit: Careers In Our City, State and National Regions

Grade 6

Master Unit: Careers - City, State, Nation and World

Grade 7

Master Unit: Careers - City, State and Nation

Grade 8

Master Unit: Careers - City, State and Nation

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These master units are geared to the grade level of the students, and will interject basic career information in all areas (art, mathematics, language arts, social studies, science, etc.), and develop a sequential plan moving from very simple identification of family, school and community helpers in the primary grades to more complex occupations in the upper elementary grades and the 8th grade.

The intent in creating these materials has been to provide an agent to facilitate career development in the school community. We do not profess to have found the ultimate answer but, rather, to have developed materials which we feel can change and improve an educational program. It is a challenge to you to take advantage of the right and the opportunity not only to create, but also to put into practice and evaluate the results of what has been created.

This guide has been developed to serve as a framework around which to build. Its success is contingent upon your efforts to expand and modify the contents of this guide for application at your particular level and the needs of your locality.

The curriculum resource guide is bound into two volumes, Grades 1-4 and Grades 5-8.

Ellen S. Poole
Career Education Supervisor

Phase I - Career Awareness

Grade I

Master Unit - Finding Out About

the

World of Work

INTRODUCTION

CAREER DEVELOPMENT IS A CONTINUING PROCESS, SPANNING ALL EDUCATIONAL LEVELS. AT THE FIRST GRADE LEVEL, THE STUDENT LEARNS FIRST TO DEVELOP POSITIVE ATTITUDES TOWARD HIMSELF AND OTHERS IN RELATION TO THE WORLD OF WORK. HE EXPLORES THE WORKING LIFE OF HIS HOME AND SCHOOL, THEN GRADUALLY BROADENS HIS SCOPE TO ENCOMPASS PEOPLE AND THEIR JOBS IN THE NEIGHBORHOOD.

EDUCATIONAL GOALS

1. To develop positive attitudes toward one's self and other people.
2. To arouse the curiosity of the student and to help him gain an awareness in regard to the working world.
3. To present to the student appropriate occupational information about the world of work.
4. To encourage wholesome attitudes toward all fields of work.

CONCEPTS TO BE DEVELOPED

1. Work is important to the worker and to other people.
2. People do different work to supply different needs and services.
3. Money is the chief form of barter in our society.
4. A positive concept of self enables the student to enter and function in the working world.
   A. Self understanding is important in making decisions.
   B. Individuals differ in abilities, attitudes, and values.
5. Cooperation is essential in the world of work.
6. A society needs both a producer of goods and a producer of services.
7. People work for various rewards or satisfactions.
8. The division of labor increases productivity and makes man interdependent.
9. The customs, traditions, geographical settings, and attitudes of society affect the world of work.
10. School develops behaviors and skills needed for the world of work.

INFORMATIONAL OBJECTIVES

1. The student will identify ways in which he is a distinct individual.
2. The student will identify ways in which he is similar to and different from other individuals.
3. The student will identify and discuss the attitudes and behaviors which affect him and his relationship with others.
4. The student will participate in various activities which will help in expanding his interests in the working world.
5. The student will demonstrate ways in which he is a worker in the school.
6. The student will demonstrate a knowledge of the workers in the school and their responsibilities.
7. The student will display an appreciation for all school workers.
8. The student will identify the different kinds of work people perform within the family.
9. The student will demonstrate a knowledge of his father's/mother's occupations.
10. The student will become aware of the importance of the work his father/mother does and why he or she works.
11. The student will identify the workers who come to the home and find out how his family is dependent on them.
12. The student will identify the workers around the school community and discuss how they affect his daily life.

13. The student will become aware of the meaning of work and perceive its importance to society.

1 - 5

Unit I

EDUCATIONAL GOAL: To develop positive attitudes toward one's self and toward other people.

CONCEPT: A positive concept of self enables the student to enter and function in the working world.

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is a distinct individual.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies, Health	The student will use mirrors to observe skin color, hairs, eyes, facial features, and discuss differences.	Mirrors
Art, Social Studies, Language Arts	The student will draw a picture of himself and write his name (with help of teacher) and compare his picture with others.	Paper, pencils, crayons My name is________________
Language Arts	The student will describe his physical features and appearance and record this description so that he and his classmates may engage in the "Guess Who" game, while listening to the tape and viewing a display of the self-portraits.	tape recorder, tapes

1 - 6

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is a distinct individual.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science	Following the viewing and discussion of the T.V. Science Lesson, the student will engage in finger-printing and compare his prints with his classmates.	T.V. Science, Finding Out. Lessons No.1 and 2 Paper and Ink pads
Math	Using scales and tape measures the student will arrive at conclusions regarding differences in height and weight.	Scales, tape measures
Art, Math	The students will divide themselves into teams, and trace each others body outlines to compare differences in body shapes. Pictures will be cut out, colored and displayed on the bulletin board.	Butcher paper, scissors, crayons
Science, Art	The student will make a foot print to further compare body parts and discover differences.	Blue print paper, sun
Language Arts, Social Studies, Math	During a daily or tri-weekly "show & tell" period, the student will share his interests and hobbies with his classmates. The student will construct a diorama. The student will bring in a collection. The student will find pictures or news items. The student will tell about an interesting event. The student will read or tell a story.	
Social Studies	The student will view films and filmstrips that point out differences in people.	Films: Just Like Me, The Toy Maker, Athena; Filmstrips: The Little Engine That Could.
Language Arts	After viewing and discussing T.V. Language Corner, the student will write an autobiography and compare it with others.	T.V. Language Corner

1 - 7

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is a distinct individual.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies, Language Arts	Each week, one student will be selected at random as "Boy or Girl of the Week." Other students will write one good point about the boy or girl. The good points will be placed on the bulletin board around the picture.	Bulletin board
Language Arts	The student will read and listen to stories that deal with self (I,me) so that he might be able to write or dictate stories about himself.	Books: I am Here. Benefic Press, Teacher-made tapes, I Can Do It. Benefic Press.
Language Arts	The student will sing songs and recite poems that deal with self so that he might become more creative.	Poems: "Everybody Says." From All Together
Art, Social Studies, Math	During a conference with the teacher or aide, the student will determine his needs and work to improve them through visits to the learning centers. The student will practice zippering, tying, buttoning, hooking, lacing, and snapping. The student will work with puzzles, pegs, hammers, boards and construction toys.	Teaching Dolls-Dapper Dan, Dressy Bessy. Wooden puzzles, Peg and Board, Pounding Bench, Toy Builder Set
Social Studies Art, Language Arts, Science	The student will expand his interest with visits to the room centers.	Library Center, Block Center, Play Center, Science Center, Painting Center
Social Studies, Language Arts	Each student will celebrate his own special day to find out that each person is important.	Books: Birthday for Barbara. Young Pegesus Packet, Reader's Digest Bulletin Board display

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is a distinct individual.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
		September Birthdays Picture of a Birthday Cake Name Date
Social Studies, Language Arts	The student will complete a booklet, "All About Me," or "Here I Am," in which he will tell the things he has learned about himself. "This Is What I Look Like:" "Things I Like;" "This Is What I Have Learned."	

1 - 9

EDUCATIONAL GOAL: To develop positive attitudes toward one's self and other people.

CONCEPT: A positive concept of self enables the student to enter and function in the working world.

SUB - CONCEPT: Individuals differ in abilities, attitudes, and values.

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is similar to and different from other individuals.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science	Given a flannel board and cut-outs, the student will discover and assemble the major parts of the body.	Flannel boards and cut-outs
Science, Math	From a list of the parts of the body, the student will determine the number he has of each part and compare his findings with another.	
Math	Students will arrange class members into sets of people with similar characteristics to conclude that many people are alike.	(a) Set of girls (b) Set of boys (c) Girls with long hair (d) Girls with short hair
Art	Students will construct boy or girl puppets to describe some of the likeness to one another.	Paper bags, Paper plates, tongue depressors, yarn, felt, construction paper, paste, and scissors.

1 - 10

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is similar to and different from other individuals.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts, Math	The student will be able to transfer his knowledge of likeness and difference in individuals to likenesses and differences in objects, pictures, letters, numbers, words, colors, directions, etc. by circling, underlining, coloring, finding sets, etc. according to the directions given.	Readiness book- Look, Listen and Learn Modern School Mathematics Ditto worksheets Film: Modern Math Sets V-for Verse Peabody Language Development Kits Level #1
Language Arts, Social Studies	The student will participate in a classroom activity "See What I Can Do" to demonstrate things he likes to do and give reasons why he enjoys doing the chosen activity.	Puzzles, Dressy Bessy, Dapper Dan, Dolls, Multi Activity Board(teacher made) Bead lace, Sewing cards, Building blocks, Spirographs, Puppets, Rhythm sticks
Math	The student will participate in a variety of I-Can-Do-It Myself math activities which require following directions.	Puzzles, Number stories, Games-Giant, Dominoes, Number Tutor
Physical Education	The students will engage in games or sports activities they enjoy and do well and will act as group leaders or participants.	State Guide, Physical Education in the Elementary School
Art, Language Arts	Using pictures, the student will create a simple story. Ask several classmates for their interpretations of the story and compare these with his original story.	Pictures, Pencils, Papers.

INFORMATIONAL OBJECTIVE: The student will identify ways in which he is similar to and different from other individuals.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art	Using different art media, the student will create an object to other students who will guess why the object has importance to them. The students will relate what the object is and why it is important to them.	Clay, pipe cleaners, paper, paste

1 - 12

STUDENT OUTCOMES: Unit I

1. Out of a list of five personal questions, the student will be able to answer at least three correctly. (about birthdays, height, hair color)
2. The student will be able to list at least five things he likes and five things he dislikes.
3. The student will be able to tie, zip, lace, button, hook, and assemble puzzles.

Unit II

EDUCATIONAL GOAL: To help develop positive attitudes toward one's self and other people.

CONCEPT: Cooperation is essential in the world of work.

INFORMATIONAL OBJECTIVE: The student will identify and discuss the attitudes and behaviors which affect him and his relationships with others.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts, Social Studies	After listening to a story about friends doing things together, the student will discuss the meaning of friendship and identify the attitudes and behavior which led to the building of friendship.	My Friends and I Who Will Be My Friend? Harper and Row, Will I Have a Friend? Macmillan
Social Studies, Language Arts	Working in teams, the students will make a list of good manners they should work on in first grade.	T.V. Language Corner Lesson No. 3
Language Arts, Social Studies	The student will engage in role playing activities depicting good manners to be practiced in different settings.	
Language Arts, Social Studies	After assembling in groups and making preparations for role playing, the students will discuss how they were able to work cooperatively.	
Music, Language Arts	While listening to the words and music to the song "A Visit to My Little Friend," the student will pantomime the appropriate action	T.V. Time For Music, Lesson No. 6
Social Studies	The students will discuss the way they feel about things that might happen to them while using study prints depicting a wide range of positive and negative emotions.	Study Prints, Our Feelings-Large Story Cards from Peabody Language Development Kit

INFORMATIONAL OBJECTIVE: The student will identify and discuss the attitudes and behaviors which affect him and his relationships with others.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art	After viewing a film, the students will paint a mural depicting children playing and working together. (Using all personality groups - shy, brave, bully).	Film: <u>Getting Along with Others</u>-Coronet Films-Paper, paints, brushes
Social Studies	Using a class planned chart, the students will evaluate themselves at the end of the day in terms of their behavior.	Tag Board
Math, Art	Using a yard stick, the students will measure and construct a T.V. for role playing activities.	Cardboard box, yard stick, scissors, paint
Social Studies, Art	The students will draw pictures showing emotions: This is the way I feel most of the time. This is the way I feel when I am sad. This is the way I feel when I am happy. This is the way I feel when I am afraid. This is the way I feel when I am angry.	Focus on Self-Development SRA. <u>Here I Am</u>.
Music, Art	The students will draw pictures that interpret their feelings while listening to music.	Paper, crayons
Social Studies	The students will view and discuss a film.	Film: <u>Allen is my Brother</u>

STUDENT OUTCOMES: Unit II

1. After checking himself for a week the student will have at least 3 marks for acceptable behavior.
2. The student will be able to demonstrate at least 3 ways of working and playing cooperatively.
3. The student will be able to list at least 5 ways of making friends.

Unit III

EDUCATIONAL GOAL: To arouse the student's curiosity and to help him gain an awareness of the working world.

CONCEPT: People do different work to supply different needs.

INFORMATIONAL OBJECTIVE: The student will participate in various activities which will help in expanding his interest in the working world.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science, Language Arts	The students will identify both work and non-work sounds in and around the school.	School workers, Children, T.V. Finding Out Lesson 1, Record: Sounds Around Us - trucks cars that serve school and community.
Science	The students will compare the sounds noting the causes, the volume, the pitch, and other characteristics of the sounds.	
Music, Art	The students will draw or paint pictures while listening to music and recorded sounds.	T.V. Time for Music, Lesson 26, Teacher Made tapes, (Secretary typing, etc.)
Music, Math, Physical Education	The students will clap, count, and play rhythm instruments while listening to the beat of the music.	T.V. Time for Music Songs & Poems related to Work

INFORMATIONAL OBJECTIVE: The student will participate in various activities which will help him in expanding his interest in the working world.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science, Language Arts	The students will identify & compare manufactured textured materials using their sense of touch and sight.	Pieces of fabric, carpeting, sand, paper, etc.
Science, Art	The students will make crayon rubbings of nature objects and compare them with textured materials.	T.V. Art Corner, Lesson 6 trees, bark, leaves

INFORMATIONAL OBJECTIVE: The student will participate in various activities which will help him in expanding his interest in the working world.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Science, Social Studies	After engaging in a tasting party, the students will view films, filmstrips, pictures and read books to find out about people who work to provide food.	Familiar and unfamiliar foods. Films: <u>Food Store</u> EBJ, Book: <u>At the Grcoery Store</u>, Filmstrip: <u>Robert Goes Shopping</u>
Science, Language Arts	The students will view and discuss T.V. Science Lesson #2 and T.V. Language Lesson #4.	T.V. "Finding Out; Lesson #2 "Language Corner," Lesson 4
Math, Language Arts	The students will identify and classify sets of workers around the school by color, size, etc.	Study prints, Language Kit A.
Art, Science, Language Arts, Social Studies	After touring the neighborhood, the students will identify the work being performed.	School, Neighborhood (1 block)
Science, Art, Language Arts	The students will write stories and draw pictures for these captions: Things I Hear Things I See Things I Smell Things I Touch Things I Taste	Focus on Self Development Stage One: Awareness Pupil Activity Book, <u>Here I Am</u>, SRA

STUDENT OUTCOMES: Unit III

1. Using pictures, the student will be able to classify the pictures and the parts of the body used for perception.
2. Out of a set of many different sounds, the student will be able to classify work sounds.
3. The student will be able to match pictures of workers around the school with their proper title with 100% accuracy.

9

EDUCATIONAL GOAL: To encourage wholesome attitudes toward the world of work.

CONCEPT: School develops behaviors and skills needed for the world of work.

INFORMATIONAL OBJECTIVE: The student will demonstrate ways in which he is a worker in the school.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	With the use of the helpers chart, the students will learn responsibility for routine classroom jobs.	Helper's Chart, Feed Pets, Wash Board, Empty Trash, Carry Messages, etc.
Language Arts	After listening to a story and viewing filmstrips, the students will discuss and practice school routines (to be continued throughout the year).	Books; Going to School, DCTM, In Our Class, DCTM Getting Ready For School, Filmstrips; Going to and From School, Taking Care of Property, Getting Acquainted
Music, Language Arts	The students will sing songs and recite poems as they relate to the specific activities under discussion.	Songs: "Crossing the Street","People on the Bus", Poems: "In the First Grade", "Checking for School"
Social Studies	The students will visit a second or third grade class and observe the many ways students can have fun with reading, writing and math.	Second or third grade class

1 - 21

INFORMATIONAL OBJECTIVE: The student will demonstrate ways in which he is a worker in the school.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	The students will invite students from second or third grade classes to talk to them about how they have fun at school because they can read and write and work with numbers.	Students from 2nd or 3rd grade Films: <u>We Go To School</u>, DLTM (local media center)
Social Studies	The student will engage in a daily evaluation of his role as a good classroom citizen. (care of desk, classroom property and materials, personal belongings) by marking a square by his name with the correct color.	Experience stories, Behavior Chart
Language Arts, Social Studies	The student will view a film and discuss and dramatize adaptable parts of it.	Films: <u>Good Citizens: School For Ted</u> Enc. Brit. Ed. Films

STUDENT OUTCOMES: Unit IV

1. During a fire drill, the student will be able to follow all rules with 100% accuracy.
2. During the school day the student will be able to perform classroom routines with little or no assistance from the teacher.
3. The student will perform as a worthy citizen daily.

Unit V

EDUCATIONAL GOAL: To present the student with appropriate occupational information about the world of work.

CONCEPT: People do different work to supply different needs and services.

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of the workers in the school and their responsibilities.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	The student will view and discuss study prints of helpers and list the helpers that could be found in a school.	8 Study Prints: School Friends and Helpers, SVE
Social Studies	The students will tour the school and take pictures of all workers at their job stations; Principal / Maids Ass't. Principal / Teachers Custodians / Nurses Secretary / Librarians Bus Driver / Policeman Cafeteria Workers	Camera
Math	The students will compare these developed pictures with the study prints.	Photo, study prints
Art	The students will assemble a mural of school helpers labeling names, positions and tools.	Bulletin Board
Art, Social Studies	The student will draw a large outline of a school and add the workers at appropriate places.	friese paper

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of the workers in the school and their responsibilities.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	The students will make a vocabulary list of words with pictures (desk, table, typewriter, broom, water scales.)	line paper, magazines
Language Arts	The students will label objects in the classroom.	tag board
Social Studies	The students will visit the library and check out reference books for the classroom library.	Books: <u>I Want to Be Books</u>, <u>The True Book of School</u>
Social Studies	The students will view and discuss films and filmstrips for information to use in composing stories, riddles, songs, poems, and writing.	Filmstrips: <u>School Friends and Activities</u>
Language Arts, Social Studies	Small groups of students will interview each of the workers for on-the-job information.	Films: <u>We Go To School</u>, <u>A First Film on Our Library</u>
Language Arts	The student will recite riddles while the class plays game - "Who am I?"	
Language Arts	The students will compile a class dictionary of tools and supplies used by the helpers.	tag board, chart paper, magazines
Social Studies	The students will invite workers in to tell: (1) about the work they do. (2) how they feel about their job. (3) good things and bad things about their job. (4) skills they need to do the job.	

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of the workers in the school and their responsibilities.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Math, Language Arts	The students will construct five learning trees (reading, writing, speaking, listening and using numbers) and put the names of workers on the trees according to the skills they use.	Our learning Trees
Music, Language Arts	The students will compose a song about workers.	Song for Work to the tune of "Dancing Fingers" Time for Music - T.V. Lesson #1
Physical Education	The students will pantomime the actions for each verse of their song composed.	
Language Arts	The students will construct a puppet stage and stand-up puppets of school workers.	Cardboard, cardboard box, paint brushes, tape, pencils, scissors
Language Arts	The students will give a puppet show.	
Language Arts	The students will add verse to the poem "In School."	Verses about Teacher, Principal, Ass't Principal, etc.

EDUCATIONAL GOAL: To encourage wholesome attitudes toward the world of work.

CONCEPT: Cooperation is essential in the world of work.

INFORMATIONAL OBJECTIVE: The student will display an appreciation for all school workers.

Content Areas	Strategies	Resource Materials
Social Studies	The students will form small groups to solve one big problem. "How are we dependent upon the school workers?" (use two or three days)	Library Books: I Want to Become Book; Let's Go to School, McGraw-Hill
Language Arts	The students will reassemble and share their findings.	
Language Arts	The students will plan a "tea party" for school workers.	Chalk board, chalk
Math	The students will plan and shop for party needs.	Grocery store, money
Language Arts	The students will make cookies.	Ingredients for cookies, bowl, mixer, pan
Language Arts	The students will write invitations for the party.	Construction paper
Language Arts, Social Studies	The students will entertain the helpers with : songs, role playing, stand-up puppets, riddles, etc.	

STUDENT OUTCOMES: Unit V

1. The student will explain job responsibilities of at least seven workers in the school.
2. The student will be able to give the names of at least six workers in the school.
3. While playing a "Who Am I" game, the student will be able to identify workers and their title with 90% accuracy.

EDUCATIONAL GOAL:	To present the student with appropriate occupational information about the world of work.
CONCEPT:	People do different work to supply different needs and services.
INFORMATIONAL OBJECTIVE:	The student will identify the different kinds of work people perform within the family.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	After engaging in finger play, the students will discuss the central members of a family.	<u>The Family</u>, <u>Peabody Language Development Kits</u>, Level I, Lesson No 9 Poem: "Mrs. Brown" <u>Time for Poetry</u>, Scott, Foresman
Math, Art	The students will make pictures of the family to determine composition. The displayed pictures will be labeled and size will be indicated when comparing with other families - large, small, larger, smaller.	
Language Arts	The students will discuss why some families have or need larger homes than other families.	
Language Arts, Physical Education	The students will tour the neighborhood to observe homes under construction and read the book, House Construction.	<u>House Construction</u>, Benefic Press
Art	The students will draw plans for houses and groups will vote to choose one to use.	Paper, Pencil
Art	After choosing a job activity, each student will assist in constructing a house (using division of labor.)	Chart, boxes, tape, paint, brush, nails saw, hammer

INFORMATIONAL OBJECTIVE: The student will identify the different kinds of work people perform within the family.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	The students will begin a booklet "My Home and My Family."	Construction paper
Language Arts, Art	The students will dramatize family activities through role playing, pantomiming, desk-top activities, puppet shows.	Dress up clothes
Social Studies, Language Arts	The students will be divided into 2 groups. While one group is reading books with accompanying tape, the other group will view filmstrips, using books with accompanying records. The groups will report their findings and compose a group chart.	<u>My Family and I</u>, Benefic Press teacher made tapes Filmstrips: <u>Family Members Work</u>; <u>Families Have Fun</u>; <u>Our Working World</u> SRA
Language Arts	The student will name the jobs performed within the home while the teacher makes a list	Chart paper
Language Arts	The student will choose and pantomime one job from the list.	
Music, Physical Education	The student will compose and dramatize a song of family jobs to the tune of "Here We Go Round the Mulberry Bush."	
Language Arts, Social Studies	The student will read stories and view films to dsicover how family members may share responsibilities.	Books: Crume, <u>Morning</u>, Hoffman <u>About Family</u>, Study Print "Family Responsibility"

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INFORMATIONAL OBJECTIVE: The student will identify the different kinds of work people perform within the family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	The student will interview the members of his family to find out the jobs they do around the house.	Film: Your Family - CORF
Social Studies	The students will make a chart showing what the **members of the family** do within the home.	Chart Workers / What they do / Who they help Mom / Cook / family Dad Children
Language Arts	Students will write letters to parents inviting them to talk about the jobs they do around the house.	
Social Studies	The students will view and discuss films and filmstrips.	Films: Appreciating Parents Filmstrips: Robert's Family At Home, What is a Family?, A Day With Your Family, Peppy the Pup., SVE: Tales of the Old Owl.
Language Arts, Physical Education	The students will dramatize a poem.	My Family, Peabody Language Development Kit, Level 1, Lesson No. 9
Social Studies	The students will discuss "Jobs I Do."	
Language Arts	The students will use study prints and tapes to find other jobs he could be responsible for.	Awareness of the World Around You. Study prints and cassettes.

INFORMATIONAL OBJECTIVE: The student will identify the different kinds of work people perform within the family.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies	The students will list these jobs on a sheet and keep a record for a period of 2 weeks.	Brush my hair, Brush my teeth, Mon. Tues, Wed, etc.
Math, Social Studies	The students will engage in problem solving acitvities to show how families divide the labor. The students will be divided into small groups and given an activity to perform with all group members having a small part.	
Math	The students will classify items and tools used in the home according to geometric shapes.	

Circle
Plates
Vacuum cleaner

Triangle
broom
dust pan

Square
Sink

Rectangle
Washing Machine
Bread Pan

EDUCATIONAL GOAL: To present the student with appropriate occupational information about the world of work.

CONCEPT: Society needs both producers and consumers of services.

BEHAVIORAL OBJECTIVE: The student will be able to differentiate between consumers and producers.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	The students will listen to and discuss Lesson 4, "How Do Families Produce?"	Recorded Lesson 4, Families at Work, SRA
Language Arts, Social Studies	Using page 4 of the Activity Book, the student will distinquish between activities that show producing and those that show consuming.	Activity Book Families At Work
Physical Education, Language Arts	The students will recite nursery rhymes and act out and identify who the producers and consumers might be in..... "Hickety Pickety," "Sing A Song of Sixpence," "The Queen of Hearts," Handy Spandy."	Time for Poetry Scott Foreman
Art, Language Arts	The students will construct a chart illustrating and classifying work: We All Produce - We All Consume	Chart paper, Magazines
Language Arts, Physical Education	The students will dramatize production or consumption activities (washing dishes, cleaning rooms, eating dinner) while class guesses.	
Music	The students will sing "Here We Go Round the Mulberry Bush," adding service & consuming words.	
Language Arts	The students will listen and discuss the poem "Automobile Mechanics."	Families At Work Teacher's Edition P. 40

STUDENT OUTCOMES: Unit VI

1. The student will list at least 3 jobs he likes to do at home.

2. The student will be able to illustrate at least two jobs other members of his family do.

3. The student will be able to role play "a day in the life of his family."

Unit VII

EDUCATIONAL GOAL: To present the student with appropriate occupational information about the world of work.

CONCEPT: People work for various rewards or satisfactions.

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of his father's/mother's occupation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	The students will view and discuss films on various jobs fathers do. The students will answer questions such as: What does your dad do? Does he wear a uniform?, etc.	Film: Fathers Go Away to Work - International Communication Foundation
Language Arts	The students will take home a questionnaire or letter, requesting information about their parent's/parents' job.	Sample letter under miscellaneous
Language Arts	The students will describe their parent's job and tell where he works.	
Art	The students will construct or sew daddy or mommy bags. (to be used with activity that follows)	Cloth, needle, thread
Social Studies	The students will take the daddy or mommy bag home for the tools used on their jobs. Students will use bags to explain to class the job of daddy or mommy.	Daddy/Mommy Bags
Art	The students will put together a bulletin board or individual collage from pictures of his parent's occupations.	Magazines, snap shots

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of his father's/mother's occupation.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	The student will role play occupation of parents using the tools, hat, objects, equipment, materials.	Tools, equipment
Social Studies	The students will visit some of the places where the parents are employed. Other parents will visit classrooms and tell about their jobs.	
Language Arts	The students will write experience stories recalling facts and details.	Tag board, lined chart paper
Math	The students will arrange tools in sets and count number in each set.	5 0 set of large tools 5 0 set of small tools
Math	The students will use one-to-one correspondance to match tools with user or job to determine equivalent and non-equivalent sets.	Flannel board, cut outs.

INFORMATIONAL OBJECTIVE: The student will become aware of the importance of the work his father/mother does and why he or she works.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Language Arts	The students will listen to and discuss the story, The Brown Family.	Families At Work - SRA
Social Studies	The students will view and discuss a film.	Film: Why Fathers Work
Social Studies	The students will invite a parent in to talk about: Why he works?, How the money is spent?, Why?, How money is saved?	Parent
Physical Education, Social Studies	The students will tour a bank.	Bank in Community
Language Arts	The students will dictate and illustrate an experience story, using the information gained from the parent's visit. "People do work," "They work many places," "They make money," "They use the money for many things."	Chart paper, tag board
Social Studies	The students will read, follow as the teacher reads "Mothers At Work, Fathers Work Too," and follow directions called for at the end of the story.	New Pilot, School Home Supplement, Spring 1971

STUDENT OUTCOMES: Unit VII

1. The student will be able to state at least one specific duty of his father's/mother's trade.
2. The student will be able to list some reasons why his/her parent/parents work.
3. After visiting places of employment, the student will be able to give detailed reports.

EDUCATIONAL GOAL: To present the student with appropriate occupational information about the world of work.

CONCEPT: People do different work to supply different needs and services.

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	Given a pre-arranged bulletin board of workers, the student will indicate the appropriate place of work for each. Paper boy — Milkman Mailman — Garbage Man Fireman — Telephone installer	Bulletin board : workers places yarns, pins
Language Arts, Social Studies	A. Paperboy As a homework assignment the student will plan and carry out an interview with his paper boy. The student will list things to find out: What is the name of the paper you carry? What tools do you need? May I borrow some to take to school? How many papers do you carry? How do you get the papers? How do you deliver the papers? Do you keep all the money my mother pays you?	
Language Arts	The student will report the results of his interview to the class.	
Social Studies	The student will bring in and display the paper boy's tools.	Bag, Punchers, Cards

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies, Math	The student will role play a day in the life of a paper boy. (a) Papers are loaded in the truck. (b) Truck delivering papers to pick up point. (c) Paper boy counting papers. Paper boy delivering papers. Paper boy collecting money-making change.	
Social Studies, Language Arts	The student will name and use the local newspaper and bring in one article of interest to him.	
Language Arts	The student will write and illustrate an experience story. The Paperboy The paperboy comes to the house. He brings the Progress-Index. He brings a bag, hole punchers, and cards. He brings the papers on Sun., Mon., Tues., Wed., Thurs., Fri., and Sat. He collects money on Friday. He is friendly and nice.	Tag board
Language Arts, Math	The student will use the experience story in the learning center to play games. (a) classifying 1. tools 2. days (b) 1. h words 2. f words 3. b words (c) rhyming words (d) counting - 1 days, 2 tools	Tag board, pictures

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	During Fire Prevention Week, the students will visit the fire house for on the job information.	Firehouse, fireman
Social Studies	The students will invite the fireman to visit the school and demonstrate how he used the fire engine.	Fire engine
Social Studies	The students will list the tools the fireman uses and discuss the use of each.	Chart paper
Art, Language Arts	The students will draw, or find pictures to illustrate "words for the fireman," hose, ax, truck, boots, hydrant, water, ladder.	Chart paper
Math	The students will find pictures of various kinds of fire trucks and compare them, noting differences in size and equipment.	Pictures of fire trucks
Music, Language Arts	The student will think about the fireman and what he does as he sings songs and recites poems.	Songs: "The Fireman." <u>The Kindergarten Book</u>. "Fire! Fire!" <u>This is Music Bk 1.</u> "Fire Truck Song," <u>Music for Young Americans</u>
Language Arts	The students will write stories, riddles, and poems about the fireman after reading books and viewing films and filmstrips.	Poems: "About Firemen," I Want to Be A Fireman"

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

Content Areas	STRATEGIES	Resource Materials
Language Arts	After listening to a story about the fireman, the students will discuss the meaning or use of such words as siren, alarm box, false alarm, fire alarm box, fire drill, fire escape, uniform.	Films: <u>A Day with Fireman Bill</u>, <u>Firehouse Dog</u>, <u>The Fireman</u>; Book: <u>About Firemen</u>
Social Studies	The students will use tapes and study prints to answer the question, "Why is the fireman important to us?"	Filmstrips: <u>The Fireman</u>, <u>Johnny the Fireman</u>; Tape: "Chief Quench of Fire Station Number One" Study Print: "The Fireman"
Social Studies, Language Arts	After viewing and discussing a film, the students will take turns making an imaginary emergency phone call.	Film: <u>Telephone for help</u>. BFR - Toy Telephones
Social Studies	As a homework assignment the student will complete a list of emergency numbers. (fire, police, doctor, hospital) to keep near his phone at home.	
Language Arts, Music	The students will plan a fire safety program to share with their parents or another class.	Poster, songs, skits, plan of home fire drill

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Physical Education, Social Studies	The students will go outside to the delivery door and watch the milkman deliver milk to the school.	Milkman and milk truck
Science	The students will discuss the use of all the equipment the milkman uses. (racks, refrigeration, truck)	
Math	The students will compare the products for school delivery with those for home delivery. (half pints, pints, quarts, half gallons, gallons)	Milk containers.
Social Studies	After viewing a filmstrip, the students will discuss and list the duties of the milkman. The Milkman He delivers milk to our house. He sells other things. He drives a truck. He keeps a record of the things he leaves at each house. He has to get up early in the morning.	Filmstrip: <u>The Milkman</u> EBF
Art, Language Arts	The students will make a bulletin board depicting the products the milkman brings.	Magazines
Language Arts	After listening to poems about the milkman, the students will dictate an original poem.	Poem: "The Milkman," "Away We Go"

INFORMATIONAL OBJECTIVE: The students will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	MAILMAN After identifying the picture of a mailman on the bulletin board, the students will view and discuss a flim about his job.	Film: <u>Dude Thomas, Mailman</u>
Social Studies	The students will visit a post office and observe the workers.	Post Office
Social Studies, Language Arts	The students will make a flow chart depicting the steps a letter goes through from mailing to receiving.	Chart paper, crayons, felt-tipped pens.
Social Studies, Art	The students will play a sequence game showing the above process in the proper order.	Tag Board, cards, pictures
Language Arts	The students will demonstrate knowledge of their full name and address by addresssing an envelope to themselves.	Envelopes
Art, Math	The students will construct a post office and take turns being the mailman.	Cardboard, box, paint, brushes, scissors
Language Arts, Math	The students will mail cards to each other (use school address). Each student will buy an 8¢ stamp, first determining how much change he should receive from a dime or a quarter (advanced student), or how many pennies to add to 5¢, 4¢, 3¢, 2¢, 1¢.	Stamps, money

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INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREA	STRATEGIES	RESOURCE MATERIALS
Social Studies, Language Arts	After a class discussion regarding Christmas mail, the student will explain why he thinks the Christmas Season is the busiest time of the year for postal workers.	Christmas Cards, Packages
Language Arts	The student will make booklets containing new vocabulary such as postman, mailbag, mail.	
Social Studies	The student will gather more information from films, filmstrips, songs, and books, and write a story about some aspect of the postal service.	Films: The Mailman, Modern Post Office Filmstrips: The Mailman, Books: I Want to Be a Postman, True Book of our Post Office and It's Helpers, About Postmen, How We Get Our Mail.

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	<u>The Trash Collector</u> The students will invite a trash collector to visit the class and tell about his work.	Trash Collector
Social Studies, Health	The students will determine the importance of the trash collector's job by discussing what would happen if there were no pickups for a month.	
Language Arts	After studying story prints and viewing films and filmstrips, the students will dictate an experience story.	Film: <u>A Community Keeps Clean</u> Filmstrips: <u>Keeping the City Clean and Beautiful</u>, <u>The Sanitation Department Crew</u>
Art	The students will draw pictures of the trash collector at work.	Crayons, paper, pencil
Social Studies	The student will list ways in which he can help the trash collector.	

INFORMATIONAL OBJECTIVE: The student will identify the workers who come to the home and find out how his family is dependent on them.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts, Social Studies	<u>Telephone Installer</u> The students will invite a telephone installer to talk about his job and to show his tools and equipment.	Telephone Installer, Equipment
Social Studies	The students will install two telephones in the class-room with the help of the installer.	Telephones
Language Arts	The students will use the telephone to aid in acquiring good telephone manners.	Telephones
Math, Art	The students will construct a cardboard model telephone by cutting and pasting triangles, numbers, circles, rectangles - (to be taken home later.)	Printed Cardboard, sheet, scissors, paste.
Math	The students will write own telephone number in the telephone directory of another student.	Pupil telephone directory
Language Arts	Following T.V. Language Corner, the students will construct telephones and have conversations together observing good telephone manners.	T.V. Language Corner Lesson No. 16 - Paper cups, string or wire.

STUDENT OUTCOMES: Unit VIII

1. The student will be able to name the 6 workers discussed in the unit.
2. The student will be able to tell how each worker meets the needs of the family with 100% accuracy.
3. The student will be able to identify the words discussed in the unit by circling each as it is called.

EDUCATIONAL GOAL: To encourage wholesome attitudes toward all fields of work.

CONCEPT: People do different work to supply different needs and services.

INFORMATIONAL OBJECTIVE: The student will identify the workers around the school community.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	The student will tour the neighborhood.	Neighborhood Workers
Social Studies	The students will indicate the buildings they wish to be photographed. Students will interview the workers found at the buildings. (Should take several days.)	Same as above
Language Arts, Art, Social Studies	After photographs have been developed, students will begin a class scrapbook and classify pictures and match with workers employed. Places for fun Theater - usher Mall - janitor Services Service Station - attendant Bank - teller Stores Grocery - grocer - clerk -checker Bakery - baker - sales person Clothing - clerk Construction Site - builder - construction worker-carpenter	Scrapbook, Pictures, Glue, building listed.
Math	The students will draw a map of the school neighborhood.	Butcher paper, pencils

INFORMATIONAL OBJECTIVE: The student will identify the workers around the school community.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Math	The students will construct the buildings found in the neighborhood for dramatizations. grocery store clothing store bank	Hammer, saw, nails, boxes, lumber
Math	The students will use the store to solve problems in making change, counting.	Play money, objects for sale
Language Arts	The students will write thank you letters.	Paper, pencils
Social Studies	The student will invite a baker to the class to discuss how baking is done using many workers and dividing the work among employees.	Baker
Math, Language Arts	The students will make cookies and serve to the class. The class will be divided into committees. Measuring Committee, Mixing Committee, Baking Committee and Serving Committee.	Chart with cookie recipe, flour, eggs, salt, sugar, pan, sifter, measuring cup, bowl, spoon
Language Arts, Social Studies	The students will use the learning centers to find additional information about workers in the neighborhood. Library Center, Film Center and Listening Center.	Books: <u>I Want to be..... Series</u> by Carla Greene

STUDENT OUTCOMES: Unit IX

1. The student will be able to classify pictures under the proper heading with 100% accuracy.

2. The student will be able to place buildings found on the school community correctly on the map.

3. The student will be able to make change using denominations up to a dollar.

Unit X

EDUCATIONAL GOAL: To encourage wholesome attitudes toward all fields of work.

CONCEPT: A society needs both a producer of goods and a producer of services.

INFORMATIONAL OBJECTIVE: The student will become aware of the meaning of work and perceive its importance to society.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Math, Language Arts	The students will use the "learning tree" again. They will put the names of the workers who come to the house according to the skills they use.	Refer to school helpers reading, writing, speaking, using numbers.
Language Arts	The students will create riddles about the workers and present them to the class.	Paper, pencils, workers, picture, file.
Physical Education, Language Arts	The students will choose a picture of a helper and dramatize what the worker does.	Workers, pictures, file
Social Studies, Language Arts	The students will review the services of all the workers who come to the home, and those in school neighborhood.	Charts, experience stories.
Art	The students will choose a construction project and work on it through its completion. Post Office-truck.	Variety of art materials
Art	The students will paint a mural for the hall bulletin board.	Paints, brushes

EVALUATION

1. Teacher observations will be used to determine whether attitudes, values, and skills taught are being practiced.
2. Questions and games will be devised to determine student's growth in understandings and to judge the need for review and reinforcement.
3. A skills check list will be used to measure progress and to compare.
4. Discussion will serve as a tool in judging growth in the content area.
5. Conferences, both informal and planned, will be used to assess pupil's understanding of concepts.
6. Standardized and teacher - made tests will be used in evaluating pupil's comprehension.

SUGGESTED LETTER TO PARENTS

Alternative: Interview

Dear Mr. ______________________
(parent or guardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in ______________'s Class.
(child's name)

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?______________________

2. What are some of your duties?______________________

3. Is there anything about your work which the children in our class would enjoy seeing (pictures materials, tools, uniforms, etc.?______________________

____

4. Would a field trip to your place of employment be beneficial at this grade level?

____

Thank you for your consideration.

____
Sincerely yours,
(teacher)

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Phase I - Career Awareness

Grade 2

Master Unit: Careers In Our Neighborhood
and Community

Introduction

Career Awareness on the Second Grade Level involves job skills which relate to the neighborhood and community.

Through the Career Awareness Program, the student will appreciate the importance of the community as an integral part of the world and his importance in the world of work.

Educational Goals

1. To develop within each student a positive attitude toward all work by providing him with occupational information to make him aware of the meaning of work and its importance to himself and to society.
2. To provide observational and "hand-on" experience in which the world of work is presented in a manner that is realistic and appropriate to the student's stage of development.
3. To inform the student about the many occupational opportunities within his own school, neighborhood, and community.
4. To develop within each student a realization of what society is (neighborhood, community, city) and that he is an important part of that society.

Concepts

1. Work should be approached with a positive attitude.
2. Society could not exist without workers.
3. As a member of society, he has a responsibility to work.
4. Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).
5. Understandings of work will change as a child grows.
6. There are many job opportunities within any social unit.
7. All jobs are interdependent.
8. People group themselves according to needs, jobs, and income.
9. All social units are composed of people, buildings, and land.
10. Social units differ in the use of land and buildings and the work of people.

Informational Objectives

1. The student will demonstrate a knowledge of the jobs of his parents.
2. The student will demonstrate a positive attitude toward all jobs, and will discuss the meaning of work and its importance to himself and to society.
3. The student will identify various school, neighborhood and community workers. (Industrial worker, construction worker, banker, druggist, utility worker, service station attendant, restaurant worker, etc.)
4. The student will identify the people who protect our health. (Doctor, nurse, garbage man, medical worker, custodial worker.)
5. The student will identify the helpers who provide and bring our food to us. (Dairyman, baker, rancher, groceryman, truck driver, engineer, pilot, captain, and cab driver.)
6. The student will identify the people who protect him in the neighborhood and community. (Policeman, fireman, emergency crew, ambulance services, communication worker.)
7. The student will become aware of the development of our social units (neighborhoods, communities, towns, and cities).
8. The student will demonstrate a knowledge of basic map reading.
9. The student will identify the different work opportunities in the recreational fields (sports, park attendant, and forest rangers).

Unit I

Educational Goal: To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concepts: Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.: The student will identify various school, neighborhood and community workers. (Industrial worker, construction worker.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Music	Students will learn our "Safety Song" and use it each day during opening exercises.	Handbook of telelessons "All Aboard For Music"
Social Studies	"Every morning very early, Our bus comes to school. Turn that way; Turn that way. My bus driver knows the way to bring me safely here, And take me safely home."	(Has verse one dealing with Policeman, Bus Driver, verse given)
	During verse one, choose a child to be "policeman" and one to be the "light." "Light" holds red and green construction paper (stop and go). 4 students act as traffic. 2nd verse, one student holding cardboard steering wheel acts as bus driver and goes about the room "poiking up" 4 rider, then returns them to seats.	Poems: "Stop! Go!," My Policeman" Films: <u>The Policeman</u>, <u>City Bus Driver</u>
	Poster can be made of a policeman and his equipment and of the bus driver and his bus.	Posters, magazines, drawings, paper, and crayons

Suggested Student Outcomes - Unit I

1. The student can sing the "Safety Song" and role-play the policeman and bus driver.
2. The student can tell how each of these workers protect us and keep us safe on our way to school and on our way home.

Unit II

Educational Goal: To develop within each student a positive attitude toward all work by providing the student with occupational information to make him aware of the meaning of the work and its importance to himself and to society.

Concepts: Work should be viewed in a realistic manner There are many job opportunities within any social unit (neighborhood, community, and city.)

Informational Obj.: The student will demonstrate a knowledge of the jobs of his parents.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language, Social Studies	. The student will conduct an interview with his parents and find out the jobs they hold outside the home.	parents, Film: <u>Appreciating Our Parents</u>
Language, Social Studies	. The student will bring in tools, materials, uniforms and other articles and explain how the parent uses these in his occupation.	
Language	The student will dramatize the jobs of his parent or parents while others guess what the job is.	Books: <u>My Family and I</u>, <u>Mommies at Work</u>
Writing, Reading	The student will write a story or poem about his parent's job, and read it to the class.	Pencils, Paper, Dictionary, Speller
Social Studies, Writing	The student will classify jobs performed by the parents. <u>Producers services</u>	Poem: "The Family" Film: <u>Why Fathers Work</u>
Social Studies	The student will view films and filmstrips of producers.	Filmstrip: <u>Family Members Work</u>

INFORMATIONAL OBJECTIVE: The student will demonstrate a knowledge of the jobs of his parents.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art, Writing, Spelling	The student will draw himself performing either one of his parent's job and write a short story about his picture. (The pictures will be displayed under captions. Mother's Work, Father's Work)	Drawing paper, crayons, and pencils
Social Studies, Language	The student will decide how each of these jobs is a help to us in the community.	

Suggested Student Outcomes - Unit II

1. The student can dramatize the work of his or her parents.
2. The student can classify and make a written list of jobs as to producers of goods and services.
3. The student can write a brief story or poem about the work of his parents.
4. The student can tell how each of these jobs is a help to us in the community.

Unit III

Educational Goal: To develop within each student a positive attitude toward all work by providing him with occupational information to make him aware of the meaning of work and its importance to himself and to society.

Concept: Society could not exist without workers.

Informational Obj.: The student will demonstrate a postive attitude toward all jobs, and will discuss the meaning of work and its importance to himself and to society.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	The student will share with the class the various jobs that are carried on in his neighborhood.	Poem: "The New Neighborhood", Filmstrip: Sights and Sounds of the Neighborhood
Math, Social Studies	The student will list at least two jobs that are done in his neighborhood. Check newspaper and magazines for illustrations. Cut paper to the correct size to frame pictures.	Magazines, newspaper, construction paper, paste, scissors, rulers, pencils
Language, Social Studies	The student will name a job that is not carried on in his community, but he has seen on T.V. The class will name contributing reasons.	T.V.
Music, Social Studies	The student will listen to records and sing songs about helpers in the neighborhood and/or community.	Records, record player, song books (text)
Art, Social Studies	On a duplicated sheet of a male or female head, the student will draw and color the appropriate uniforms worn by that particular helper.	Pencil, crayon or paint, worksheet

Suggested Student Outcomes - Unit III

1. The student can name orally at least two jobs that are done in his neighborhood.
2. The student can name orally jobs that are not carried on in his neighborhood.
3. The student can draw an appropriate uniform of at least one helper.

Unit IV

Educational Goal	To inform the student about the many occupational opportunities within his own school, neighborhood and community.
Concepts:	Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).
Informational Obj.:	The student will identify the helpers who provide and bring our food to us. (Dairyman, baker, rancher, groceryman, truck driver, enginmer, pilot, captain, and cab driver.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
	A. Farmer	
Social Studies	Students will cut out pictures of plants that are used for food and display on bulletin board.	Magazines, Poem: "The Barnyard"
Writing, Language, Spelling	Students will be guided in the making of fact charts and experience charts.	Filmstrip: <u>Community Friends</u>
Language	During an interview, students will be encouraged to ask questions about the various jobs the farmer performs and methods he uses in growing the food we eat.	Farmer, Film: <u>The Farmer</u>
Writing, Spelling, Reading	As a follow-up, students will write a short story of the farmer's talk.	
Science	Students will plant seeds in good soil. They will observe the difference in growth of each.	Packets of seeds
	Students will be able to list some garden grown foods.	Filmstrip: <u>Fun in Our Garden</u>

Informational Objective: The student will identify the helpers who provide and bring our food to us. (Dairyman, baker, rancher, groceryman, truck driver, engineer, pilot, captain, and cab driver.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
	B. The Super Market Workers	
Health, Reading	Students will discuss the importance of the supermarket and name some of the departments and people in the market.	Grocer, Book: Let's Go To The Supermarket.
	Students will take a field trip to a supermarket.	Film: Arithmetic in The Food Store
Arithmetic	Students will construct a supermarket.	Supermarket, Cardboard, Cartons, Cash register, scales
Economics	Students will shop at the market taking turns being clerks and customers.	Play money
	C. Baker	
Social Studies	Students will visit a bakery to find out what food products are made.	Noldes, Bakery, Films, Reference Books
Language	Students will report to the class the days in the week the milkman comes to their house.	Poem: "The Milkman"
Math	Students will keep a chart of the amount of milk they drink a day for one school week.	
Reading	The students will do research to find out what other foods are made from milk.	Library

Suggested Student Outcomes - Unit IV

1. The student is able to identify orally at least five workers who provide food.
2. The student is able to name orally at least three ways our food is brought to us.
3. The student can role play at least one of these workers.
4. The student is able to formulate questions in a group for interviewing.

Educational Goals: To provide observational and "hand-on" experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's stage of development.

Concepts: All jobs are interdependent.

Work should be viewed in a realistic manner. There are many job opportunities within any social unit(neighborhood, community, city).

Informational Obj.: The student will identify the helpers who provide and bring our food to us. (Dairyman, baker, rancher, groceryman, truck driver, engineer, pilot, captain, and cab driver.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art, Math, Health	The students will make posters of food in 4 groups using cut-out magazines.	Magazines
Language Arts, Art	The students will design and make menus.	Films: Boats & Ships, The Freight Train
Language Arts, Social Studies	The students will plan and take a trip to the grocery store.	
Art, Language Arts	The students will make drawings of "people movers" or "movers of goods."	Large pictures
Social Studies, Health, Art	The students will use a map of the U.S. to mark the cardinal routes of trains, trucks, etc. to Petersburg.	
Language Arts	The student (according to his level) will write sentences or paragraphs about grocery store workers.	
Language Arts, Social Studies	The students will orally share information.	

Suggested Student Outcomes - Unit V

1. The student is able to orally name the four basic food groups.
2. The student can select pictures for each group and make a poster.
3. The student can select items (words or pictures) and prepare a balanced menu (breakfast, lunch and dinner).
4. The student can distinquish and make a written list of "people movers" and "movers of goods."
5. The student is able to recognize and mark cardinal directions on an outline map of the U. S.
6. The student is able to mark routes of "food movers" to __________ (city), __________ (state).
7. The student can share orally and in written form (at least 2 or 3 sentences and in some cases, a paragraph) information gained about his trip to the grocery store.

Unit VI

Educational Goal: To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concepts: Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.: The student will identify various school, neighborhood and community workers. (Industrial worker, Construction worker, banker, druggist, utility worker, service station attendant, restaurant worker, etc.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art	The students will make a small letter box for class mail deposit.	Box
Language Arts	The students will participate in class discussion.	Books: <u>How We Get our Mail</u>
Language Arts	The students will write stories and read orally.	<u>True Book of Our Post Office and Its Helper</u>, <u>Post Office Workers</u>, <u>I Want to Be A Postman</u>
Language Arts, Social Studies	The students will read storybooks about the Post Office and workers.	
Art	The students will draw pictures.	Films: <u>Duke Thomas, Mailman</u>, <u>Letter Writing</u>
	The students will play a post Office game (pretending).	
Language Arts	The students will write letters and address envelopes.	

Informational Objective: The student will identify various school, neighborhood and community workers. (Industrial worker, construction worker, banker, druggist, utility worker, service station attendant, restaurant worker, etc.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	The students will visit the Post Office.	
Social Studies	The students will mail letters.	
Social Studies, Language Arts	The students will interview a postal worker.	Resource Person

Suggested Student Outcomes - Unit VI

The Postman

1. The student is able to identify those things unique to a post office after a visit there.
2. The student can write, address, and mail a simple letter.
3. The student is able to name orally the different ways mail travels.
4. The student is able to list orally and on paper the requirements necessary to become a postman.

Unit VII

Educational Goal: To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concepts: Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.: The student will identify the people who protect our health. (Doctor, nurse, garbage man, medical worker, custodial worker.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
	A. Doctor	
Health, Language	The students will name the different ways the doctor protects our health.	Poem: "The Dentist" Film: The Doctor
Writing, Language, Social Studies, Health, Science	The students will write a letter to a doctor inviting him to visit the class.	Envelope, stamp
	The students will interview the doctor by asking him/her questions.	Doctor, Resource Person
Writing, Language, Spelling, Reading	The students will write a letter of "thanks" to the doctor following his/her visit.	
	B. Nurse	
Health	The students will ask questions to find out how the nurse helps the doctor protect our health.	Film: First Aid on The Spot
Math, Writing, Language, Reading, Spelling, Art	The students will be grouped for various activities: a. Make a chart of class heights, weights, and measurements. b. Discuss and make basic first aid kits. c. Discuss and research childhood diseases.	Bandaids, Cotton, Alcohol, Iodine, Swabs, Smelling Salts

Informational Objective: The student will identify the people who protect our health. (Doctor, nurse, garbage man, medical worker, custodial worker.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
	C. Garbage Man	
Language, Writing, Social Studies, Health	The students will write ways the sanitation worker helps us.	Sanitation Worker
Art, Writing	The students will draw two pictures - - (1) desirable and (2) undesirable neighborhoods in connection with the job of the sanitation worker. Make captions.	Paint, crayons, Book: Dear Garbage Man
Science	The student will learn that these helpers need training for driving the truck and operating the automatic machine in the rear.	
Health	The students will learn the safety measures needed in operating the sanitation machinery.	
Social Studies, Math	The students will view and study a city map to learn that the city is divided into wards and that a specific group of collectors is responsible for a particular area. The students will write a letter of invitation to the sanitation department for an interview. The student will be guided to ask questions such as: a. What happens to the garbage when the truck gets full? b. Do the workers need any special training? c. How often do they usually come? d. What are their salaries? The students will add and/or multiply to find out how many days the garbage is collected in a month.	City map

Suggested Student Outcomes - Unit VII

1. The student can name orally the people who protect our health.

2. The student can name orally two or three ways these people protect our health.

3. The student can recognize and name orally at least three tools of each person.

4. The student is able to tell the training needed to do these jobs.

Educational Goal:	To inform the students about the many occupational opportunities within his own school, neighborhood, and community.
Concepts:	Work should be viewed in a realistic manner. There are many job opportunities within any social unit(neighborhood, community, city). All jobs are interdependent.
Informational Obj.:	The students will identify the people who protect him in the neighborhood and community. (Policeman, fireman, emergency crew, ambulance services, communication worker.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	A. Policeman The students will listen to a talk by a policeman.	Policeman
Social Studies	The students will begin to understand that the policeman is a friend.	
	The students will find out that the police need special training.	Readers: World of Surprises
Language	The students will visit a street corner to observe a policeman directing traffic.	Poem: "The Policeman"
Reading and Writing	The students will write a story about the policeman.	Film: My Policeman
	The students will discover that the policeman has a varied schedule.	Our World of Work - Neighbors at Work

Informational Objective: The students will identify the people who protect him in the neighborhood and community. (Policeman, fireman, emergency crew, ambulance services, communication worker.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
	B. Fireman	
	The students will view a film.	Films: Firehouse Dog, The Fireman
	The students will visit a fire station to observe and ask questions.	Book: About Fireman
	The students will share personal experiences about fires in the neighborhood.	Film: A Day With Fireman Bill
	The students will do research to find out that a helicopter is often used in fighting fires.	Filmstrip: Johnny the Fireman
	The students will view films to see the devastating effects of forest fires.	

Suggested Student Outcomes - Unit VIII

1. The student is able to identify and name on paper at least three of the protectors of the community or neighborhood.

2. The student is able to recognize and name both orally and on paper some tools of each of these protectors.

3. The student can role play each of these three protectors.

4. The student is able to list on paper the special training necessary to be a policeman and to be a fireman.

Unit IX

Educational Goal: To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concepts: Work should be viewed in a realistic manner. There are many job opportunities within any social unit(neighborhood, community, city.) All jobs are interdependent.

Informational The student will identify the different work opportunities in the recreation fields (sport, park attendent, and forest ranger).

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art	The students will find pictures of different recreational workers.	Magazines, scissors, paste
Language Arts	The students will participate in class discussion.	
Language Arts, Art	The students will write stories from pictures out of the magazines.	
Language Arts	The students will read storybooks on recreational workers.	Career Comic Books, I Want To Be series
Math	The students will be able to identify the number of players on the different sport teams.	
Language Arts	The students will participate in games and simulation activities. (Charades)	
Social Studies	The students will visit the recreation park.	
Social Studies, Language Arts	The students will interview recreational workers.	Resource Person
Music	The students will listen to records and sing songs of recreational workers.	Songs: Take me out to the Ball Game, Smokey, The Bear

Suggested Student Outcomes - Unit IX

1. The student is able to write on paper a short story from pictures of recreational workers.
2. The student can select appropriate books for each worker.
3. The student can participate in games and simulations through role playing.
4. The student can formulate questions in a group for interviewing recreational workers.
5. The student can identify recreational workers by listening to records.

Unit X

Educational Goal: To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concept: Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.: The student will identify various school, neighborhood and community workers. (Industrial worker, construction worker, banker, druggist, utility worker, service station attendant, restaurant worker, etc.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art, Language Arts, Social Studies	The students will dress a flannel doll in one of several occupational dresses. They will answer prepared questions regarding that occupation and draw a picture of themselves in that occupation. (This can be set up as a learning center).	"I Want To Be A..." Set (flannel) paper, pencil

Student Outcomes - Unit X

1. The student is able to select and dress appropriately at least three career dolls.

2. The student is able to answer on paper, independently, these questions:
   A. What are the tools of this career?
   B. Does this career have to have special schooling?
   C. Would like to work in this career?

3. The student is able to draw a picture of himself in this job.

Unit XI

Educational Goal: To inform the student about the many occupational opportunities within his own school, neighborhood, and community.

Concepts: Work should be viewed in a realistic manner. There are many job opportunities within any social unit (neighborhood, community, city).

Informational Obj.: The student will identify various school, neighborhood and community workers. (Industrial worker, construction worker, banker, druggist, utility worker, service station attendent, restaurant worker, etc.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Music	The students will walk (as a group) around the school to see the workers busy on their various jobs.	Music text, pp., 17, 18
Language	The students will discuss what would happen if one or all of these workers did <u>not</u> work.	Filmstrip: <u>Keeping the City Clean and Beautiful</u>
Math	The students will count each worker they see.	Child experience
Social Studies, Language	The students will be asked: If you had one of these jobs which one would you choose?	Films: <u>A Community Keeps Clean</u>, <u>Our Community</u>, <u>People Who Work at Night</u>

Informational Objective	The student will identify various school, neighborhood, and community workers. (Industrial worker, construction worker, banker, druggist, utility worker, service station attendent, restaurant worker, etc.)

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
	What is your reason? What special training would you need? Why?	Film: <u>Workers Who Come To Our House</u>
Social Studies, Language	The students will visit the neighborhood around the school and compare it with their own. (Show likeness and difference)	
Social Studies	The students will view film strips about community helpers.	Filmstrips: <u>Community Helpers</u>, Series II filmstrip, projector
Social Studies, Math	The students will number and review jobs they saw being carried on in the film.	Book: <u>Community Friends</u>
Social Studies	The students will go to the library and look for books on various helpers.	library books
Writing, Language, Spelling	The students will learn and tell about the helpers who protect us. They will make a list while the teacher writes them on the board.	Teacher, chalk, chalkboard, pencil, paper

Suggested Student Outcomes - Unit XI

1. The student can name at least four jobs that are done in his school.
2. The student can tell what would happen if one of these workers did not work.
3. The student can tell if special training is needed for these jobs by an interview.
4. The student can select appropriate books on various professions.

(Continued) Suggested Student Outcomes - Unit XI

5. The student can tell orally how neighborhoods are alike and how they are different.

6. The student can list on paper those helpers who protect us.

Unit XII

Educational Goal: To develop within each student a realization of what society is (neighborhood, community, city) and that he is an important part of that society. (This will cover several weeks.)

Concepts: People group themselves according to needs, jobs and incomes. All social units are composed of people, buildings and land. Social units differ in the use of land and buildings and the work of the people.

Informational Obj.: The student will boomce aware of the development of our social units (neighborhood, communities, towns, and cities).

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	The students will read and discuss Lesson 1, 2, 3, of <u>Our Working World</u>. (Records accompany lessons.)	<u>Our Working World</u>
Art	The students will make, color, and cut out buildings, people, appointments of a "Paper City" for large bulletin board. It will grow and change as the concepts of the students enlarge and change. The "Paper City" is a central "spring board" for several months study of occupations within those social units.	Construction paper, crayons, pencils, scissors
Language Arts	The students will write stories, poems, paragraphs, or sentences (level & interest) about occupations within the social unit.	Paper, pencils

Suggested Student Outcomes - Unit XII

1. The student will be aware of the reasons for and factors contributing to the growth of a city and of a community.
2. The student will make maps of a community and will include at least two neighborhoods and natural and man-made boundaries. He will make a key, coding, residences and public and business buildings. He will mark cardinal directions.
3. The student will, in group discussions, display an understanding of the likenesses and differences of neighborhoods.
4. The student will demonstrate, by drawing, an understanding of cardinal directions and map keys.
5. The student will discuss the causes of a neighborhood's growth and change. (People moving, higher pay, use of factories.)
6. The student will discuss the reasons for a city's growth and change. (People moving to a city- many neighborhoods - many factories - greater selection of goods and jobs.)

EVALUATION

1. Evaluation of understandings

   a. Observe class participation.
   b. Give objective-type tests.
   c. Observe contributions to group discussions.
   d. Give a pre-test and post-test to evaluate achievement in the classroom.
   e. Observe the giving of oral and written reports.
   f. Observe behavorial changes in group and individual tasks.
   g. Have group discussions.

2. Evaluation of Skills

   a. Observe the growth in reading for information.
   b. Observe the desire to do more research.
   c. Observe participation in writing a short play to be dramatized.
   d. Observe a desire to read from many sources for information.
   e. Observe how well the learner can locate places on maps and globes.
   f. Observe the knowledge of the vocabulary of the World of Work gained from the context.
   g. Observe growth in letter writing and spelling.
   h. Observe growth of distinquishing between fact and opinion.
   i. Observe the creative work of the pupils done during the unit.
   j. Observe the ability to make comparisons.
   k. Observe how well the students discuss and interpret pictures and visual aids.

3. Evaluation of Attitudes

   a. Observe the ability to carry a fair share of the work load in a small group.
   b. Observe the ability to observe rules established by the group.
   c. Observe the respect shown for the ideas and feelings of classmates.
   d. Observe the desire to share with each other.
   e. Observe the development of an appreciation for the efforts of workers who provide goods and services to our community.
   f. Observe the development of an appreciation for the contributions of people in the city and state as well as the nation.

EVALUATION - (Continued)

4. Teacher - Pupil Evaluation

The teacher - pupil conference can be of great help in assisting students in showing progress and growth and also in discovering particular learning problems and difficulties that they may have.

5. Pupil Evaluation

a. The pupils may evaluate their own work by individual conferences with the teacher.

b. The pupils will mark individual check list sheets.

MISCELLANEOUS

Letter to Parents:

Dear Mr.______________________________,

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of the boys and girls in ______________________________ class. Would you answer these questions for us and send it to school by your child. We will study how your job affects our lives.

(1) What is your job?______________________________

(2) What are some of your duties? ______________________________

(3) Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)

(4) Would a field trip to your place of employment be beneficial at this grade level?______________

(5) Would you serve as a field trip aide when we take field trips?______________

(6) Would you serve as a classroom consultant in relating skills and occupations you use?______________

Sincerely,

____

LETTER TO RESOURCE PERSON

Dear:________________________

Our second grade class is studying the importance of all kinds of work. We would like to learn more about the work of the people in our neighborhood and community.

Your job as a____________________________ is of interest to us.

We would like very much for you to come to visit our class and to talk to us about your job.

If this is possible, please let us know when it would be convenient for you to come.

Thank you,

P.S. Please bring any pictures, articles, movies or other materials you may have available.

CHARTS

What's My Line

I use a closed white truck in my work.

I visit each home twice a week.

I must be strong to do my work.

I keep you healthy.

Who Am I?

Answer: Garbage Man

Our Helpers

Producers - make things for us.

Services - do things for us.

Producers	Give Services
Farmer	Barber
	Doctor
Dairyman	Nurse
	Fireman
Rancher	Garbage Man
	Teacher

Be A Good Worker

1. Know your job.
2. Do your job well.
3. Be courteous.
4. Be co-operative.
5. Be on time.

Safety Rules

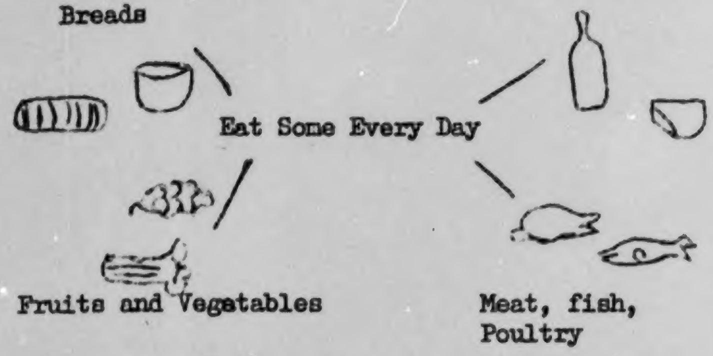
STOP! LOOK! LISTEN!

Before you cross the street,

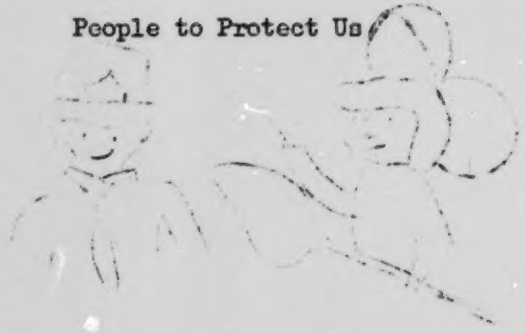
Use your two big eyes

Before you use your feet!

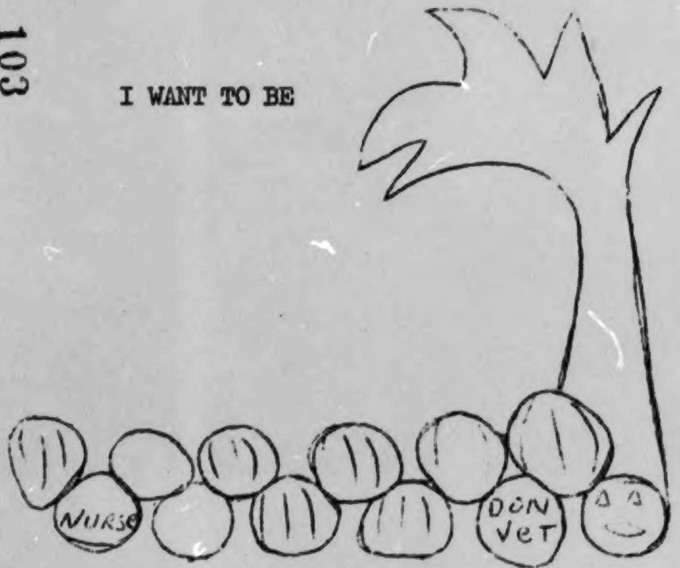
BULLETIN BOARDS IDEAS



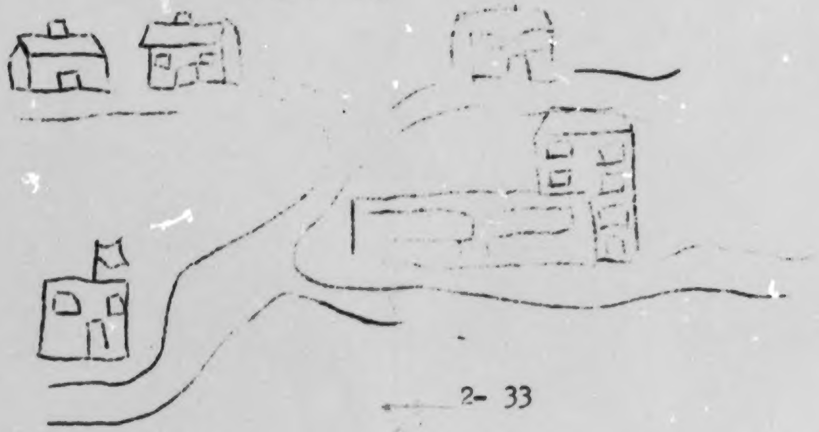
People to Protect Us



I WANT TO BE



Paper City



FILMS:

1. A Community Keeps Clean
2. A Day With Fireman Bill
3. Airplane Trip by Jet
4. Appreciating our Parents
5. Are Manners Important
6. Arithmetic in the Food Store
7. Behind the Scenes at the Supermarket
8. Billy's Helicopter Ride
9. Bread
10. Care of Pets
11. Cattle Drive
12. City Bus Driver
13. Community Keeps a House
14. Dairy Farms
15. The Doctor
16. Farmer Don and the City
17. The Farmer
18. First Aid on the Spot
19. Fred and Billy take an Airplane Trip
20. Fred meets a Bank
21. The Freight Train
22. Getting the News
23. Let's Visit a Shopping Center
24. The Lumberman
25. Newspaper Serves its Community
26. Our Community
27. Policeman
28. Policeman Walt Learns his Job
29. The secretary
30. The Truckdriver
31. People Who Work At Night
32. Why Communities Trade Goods
33. The Passenger Train
34. Boats & Ships
35. The Busy Harbor
36. Duke Thomas Mailman

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FILMS
(Cont.)

37. Firehouse Dog
38. Letter Writing for Beginners
39. Modern Post Office
40. Railroad Rhythms
41. Telephone for Help
42. The Fireman
43. The Mailman
44. Why Fathers Work

ALL OF THE ABOVE FILMS ARE AVAILABLE AT DLTM, Petersburg, Virginia

SUPER 8MM FILMS

1. The Dairy
2. Community Responsibility

FILMSTRIPS:

1. Family Members Work
2. Going To and From School
3. A Day With Your Family
4. Trucks Work For Us
5. Johnny the Fireman
6. Keeping the City Clean and Beautiful
7. Sights and Sounds of the City
8. Sights and Sounds of the Neighborhood
9. Taking Care of Property
10. The Milkman
11. The Sanitation Dept. Crew
12. Community Service Series
13. Community Health Series

RECORDS:

1. "Listening Activities," Vol. 1

2. "Sounds Around Us."

3. "Sing a Song of Home, Neighborhood and Community."

4. "Living With Others."

CASSETTES:

Educational Progress Corp., Awareness of the World Around You

"Do You Have A Happy Mirror?

"But What Can I Do?"

"Chief Quench of Fire Station Number One."

STUDY PRINTS:

1. Awareness of the World Around You:

   "Do You Have A Happy Mirror?"
   "But What Can I Do?"
   "Chief Quench of Fire Station Number One."

2. Peabody Language Development Kits, Level 1: "I Wonder" Cards

3. SVE: "School Friends of Helpers."

4. "Understanding Our Feelings."

PUPIL ACTIVITY BOOKS:

Our Working World, Families at Work, S.R.A. Chicago, Ill.

POEMS

"City Streets and Country Roads"

"Texas Trains and Trails"

"Automobile Mechanic"

"Stop! Go!"

"Boats"

"Motor Cars"

"The Barnyard"

"The Dentist"

"The Family"

"Trains at Night"

"My Policeman"

"The New Neighbor"

"The Ways of Train"

"Everybody Says"

"The Milkman"

from <u>Time for Poetry</u>
Scott Foresman and Co.

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PHASE I - Career Awarenss

Grade 3

Master Unit - Careers In and Around the City

3 - 1

INTRODUCTION

The purpose of the Career Awareness Program in grade three is to acquaint students with city workers, focusing primarily on workers in communication, transportation and city government. It is designed to help the students recognize the dependence of the city workers upon each other and upon other workers all over the world and to recognize environmental factors which cause cities to grow. In addition, it is also designed to familiarize the students with the functions of the city government and what jobs are available to them in the world of work and the increasing need for services and goods.

EDUCATIONAL GOALS

1. To develop awareness of one's own interest development centered around self and family.
2. To help pupils become aware of the many occupations in our society.
3. To stress the idea that there are kinds of work that involve working with people, working with ideas and working with things.
4. To provide students with occupational information to make them aware of the opportunities available in the field of transportation.

CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Work is influenced by personal factors, such as residence and life style.
3. There is a wide variety of careers which may be classified in several ways.
4. Environment and individual potential interact to influence career development.
5. An understanding that our city government has established major job classifications.
6. An understanding of possible fields of future employment in the area of transportation.

INFORMATIONAL OBJECTIVES

1. The student will become aware of self and familiarize himself with the labor division within his family.
2. The student will understand that a city is made up of many different neighborhoods.
3. The student will recognize various work activities that directly affect his life outside of his immediate experience.
4. The student will realize that the kind of work people do is dependent upon materials supplied by nature.
5. The student will be informed of the responsibilities in city government.
6. The student will become aware of many modes of transportation in relation to his city.

UNIT I

EDUCATIONAL GOAL: To develop awareness of one's own interest development centered around self and family.

CONCEPT: An understanding and acceptance of self is important throughout life.

INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will describe aloud their own characteristics.	Film: <u>A Very Special Day</u>
Language Arts	Students will list goals they would like to achieve.	
Language Arts	Students will list things they like about themselves.	Film: <u>Are Manners Important?</u>
Language Arts	Students will list things about themselves which they think need improvement.	<u>Secrets</u> - Cassette Tape # 1 to 6
Language Arts	Students will write about themselves in "Secret" Code.	<u>Secrets</u> - Career Kits from Maltz
Language Arts	Student will identify their current interests.	Children's Experiences
Art, Math	Students will draw life-size self portraits.	Mirror, Portraits, Charcoal sticks - Film: <u>Learning About our Bodies</u>
Math	Students will list their weight, height and body measurements.	Clothing, yardsticks, scales, and tape measure
Language Arts	Students will follow plans for Secrets #2 through #6.	Cassettes Guide, Book from <u>Secrets</u>

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INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will make drawings of jobs held by their parents and other family members.	Magazines, Children's Experiences, Parental Guidance
Language Arts	Students will list as many different occupations as they are able.	Vocational Career Encyclopedia
Language Arts, Social Studies, Math, Music, Art	Give students a brief look at the glamour jobs, such as movie and television actors and actresses, the entertainers, professional musicians, professional athletes and the astronauts.	Movie Magazines: Radio and T.V. Mirror, Life, Right On, Essence, Ebony, Look, Fashion & Talent Shows - Film: Modeling Careers
Social Studies	Schedule field trips where emphasis will be centered on the worker and the types of skills utilized.	Swift Creek Mill Playhouse, Walnut Mall Theatres, Virginia State College Little Theater
Soical Studies, Language Arts	Encourage parents to visit school and share information about their job.	Parents
Language Arts	Students will make a list of Things I Can Do and compose a Want Ad to advertise their qualifications for a job in the neighborhood.	1) Children's Experiences 2) Want Ads - (Use for format)
Language Arts	Students will be given several open-ended sentences to be used in a paragraph in order to develop the following themes: "When somebody is nice to me I_________." "The best thing to do after a fight is________." "When someone shouts at me, I_________."	Children's Experiences

INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will make a chart with two columns entitled "Things I Can Do Well" and "Things I Know How To Do Better." Students will present an oral or written plan for working towards improvement.	Children's Experiences
Language Arts	Students may role-play some value conflict situation, for example: (a) within the individual, (b) between workers and (c) between the worker and the organization.	Career Guidance Helling and Ruff
Language Arts	Students will make a list of things about themselves that they believe might be of interest to an employer.	Children's Experiences
Language Arts	Have students discuss and make a list of some occupations requiring special kinds of personality traits.	Film: Our Neighborhood Helpers Series Our Working World, Reference Books
Language Arts	Have students debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.	Elementary School Curriculum Guide, Children's Experiences
Language Arts	Have each member of the class tell about something in which he believes. (Belief should be accepted, though class may disagree if it chooses.	Elementary School Curriculum Guide, Children's Experiences

INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Initiate a discussion on approaches to homework. (Why, where and when it is done.)	Children's Experiences
Language Arts	Tell stories involving the consequences of not doing your best, (e.g., a team of astronauts, a football team, etc.).	Film: <u>Part of the Team</u>
Language Arts, Social Studies	Develop a role-playing episode in which children are able to consider the importance of such work values as: knowing that your job will last, adding beauty to the world, having many contacts with fellow workers, and having power over the workers.	<u>Elementary School Curriculum Guide</u>, Magazines, Teacher
Language Arts	List your personal qualifications for an imaginary job.	Children's Experiences, Teacher
Language Arts	Have each student express his view of work itself.	<u>Elementary School Curriculum Guide</u>, Children's Experiences
Language Arts, Social Studies	Have each student tell how he views himself as a worker.	<u>Elementary School Curriculum Guide</u> Children's Experiences
Language Arts	Ask students to list occupations they reject as a way of revealing interests.	Children's Experience, Reference Books
Social Studies, Language Arts	Have class describe the personality they feel occupations require. (Teacher, Doctor, Bus Driver, Clerk, Nurse, Policeman, Social Worker, etc.)	"Career Guidance", Children's Experiences, <u>The Work People Do</u>

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INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Math, Language Arts, Social Studies	Use puzzles, games, and exercises to illustrate the decision-making process.	Career (game), Teacher & Pupil
Language Arts	Ask students to explain three decisions that they will have to make before choosing a career.	Class discussions, Children's Experiences, Reference Books
Social Studies, Language Arts	Have students interview adults such as teachers, parents, and people in the community, using a hypothetical career choice. Compare the different advice based on the same information.	Resource People
Social Studies, Language Arts	In small group discussions, have students analyze themselves, and verbalize ways in which they can contribute to a task.	Film: <u>Part of a Team</u>, Children's Experiences
Social Studies, Language Arts	Discuss the kinds of decisions people of varying age groups must make: 5 year olds, 10 year olds, 18 years old, 40 year olds.	<u>Career Guidance</u>, Children's Experiences, Reference Books
Language Arts, Art, Social Studies	Develop a "Happiness is...","Love is...","Joy is...", etc. bulletin board having each child indicate the things that interest him and tend to make him happy. (Whatever you wish to be is important and should be respected.)	<u>Center for Occupational Education</u>

INFORMATIONAL OBJECTIVE: The student will become aware of self and familiarize himself with the labor division within his family.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies, Language Arts	Ask members of the class, "If you had only one wish, to what would you aspire?" List the responses and ask the class to discuss the different types. (People do things differently depending on their own values or beliefs.)	Center for Occupational Education
Language Arts	Have each person in the class tell about something in which he believes.	Center for Occupational Education, Children's Experience
Social Studies, Language Arts	Have students demonstrate their interests by bringing in hobbies for "Show and Tell."	
Art, Language Arts, Social Studies	Create Bulletin Boards: "Looking at Careers" "Nobody Quite Like Me" "Careers Are All Around You" "Let Your Interest Bloom into a Career "	Art Materials, Teacher, Children's Experiences
Music	Learn and sing "Getting to Know You" and "The More We Get Together."	Teacher Recordings

SUGGESTED STUDENT OUTCOMES

1. Given a list of school and home tasks, the child will be able to tell how we depend on at least five of them.
2. Given the time and opportunity to do so, the child will be able to express in oral and written form the way others perceive his interests.
3. Given a list of things about personal characteristics, the child will be able to check those in which he needs further improvement.

Unit II

EDUCATIONAL GOAL: To help pupils become aware of the many occupations in our society.

CONCEPT: Work is influenced by personal factors, such as residence and life style.

INFORMATIONAL OBJECTIVE: The student will understand that a city is made up of many different neighborhoods.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	Students will locate their own neighborhood on the city map.	Map of Petersburg
Social Studies	Take the class on a walk through the business sections to observe the various kinds of services provided.	Walnut Hill Plaza, Walnut Mall, Downtown, Petersburg, Camera
Social Studies	Take a tour of an old and new neighborhood to observe changes in our city.	S. Sycamore St., Cool Spring Garden, Gilfield Area, Federal Renewal Development
Math, Social Studies	Make a class project finding out about community labor forces, how large they are, how people make money, and how they spend it.	City Hall Resource Person, Newspaper Want Ads, Advertisements, T.V. Commercials, Film: Television Serves its Community
Math, Social Studies	Take a guided tour of supermarkets to find out where different food products are produced and to compare prices.	Films: Let's visit a Supermarket, From Farm to Market, Filmstrip: The Local Supermarket, A&P Market, Colonial Store, Foodfair, Inc., Safeway, Inc.

INFORMATIONAL OBJECTIVE: The student will understand that a city is made up of many different neighborhoods.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Read and discuss the advantages of city living to help pupils understand why people might choose to live in the city.	Books: <u>How People Live in the City</u>, Filmstrips: <u>How People Live in the City</u>
Language Arts	Have students write creative stories showing their reasons for wanting to live in the city.	Children's Experiences, Filmstrips: <u>Children of the Inner City</u>, <u>Sights and Sounds of the City</u>, Textbook: <u>Widening Circles</u>
Art, Math	Construct a floor model of our city.	Children's Experiences
Art	Construct a cityscope.	Textbook: <u>Widening Circles</u>, Children's Experiences

SUGGESTED STUDENT OUTCOMES

1. Given an opportunity to do so, the child will be able to name at least ten services that businesses render to us.
2. Given an opportunity to do so, the child will be able to tell why some people might choose to live in rural surroundings.
3. Given the necessary materials to do so, the child will be able to construct his view of a cityscope.

Unit III

EDUCATIONAL GOAL: To stress the idea that there are kinds of work that involve working with ideas and working with things.

CONCEPT: There is a wide variety of careers which may be classified in several ways.

INFORMATIONAL OBJECTIVE: The student will recognize various work activities that directly affect his life outside his immediate experience.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts	Students will explore the work force of our community.	Study Prints
Art	Make mural of city workers activities using children's drawings.	Childrens' Experiences
Social Studies, Language Arts	Students may compile with their parents and other adults lists of five different kinds of workers who live in their area.	Parents, Film: <u>People Who Work At Night</u>
Social Studies	Keep posted a simplified pictorial map of Petersburg.	Petersburg Chamber of Commerce
Social Studies	Visit buildings that serve special community purposes.	Y.M.C.A., Library, Battlefield Park, C&P Telephone, Instamatic Cameras
Language Arts	Write and read stories and poems about city workers.	<u>Instructor,</u> Feb 1970
Language Arts	Enact short plays about city workers.	Children's Experiences, <u>I Want to Be Series,</u> Library Film: <u>People Who Work At Night,</u>
Art	Organize a classroom collection of city worker books.	Children's Experiences, Resource Person, Film: <u>Our Community</u>

INFORMATIONAL OBJECTIVE: The student will recognize various work activities that directly affect his life outside his immediate experience.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art, Social Studies	Arrange news items about city workers on the class bulletin board.	Richmond Times Dispatch, Petersburg Progress Index, Washington Post, New York Times
	Collect Want Ads.	
Language Arts	Write thank you letters to businesses visited and participating guest speakers.	Experience in Language, (K-8) Laidlaw Bros.
Language Arts	Students will select one of the four language arts skills (reading, writing, listening, speaking), and construct a tree with branches denoting occupations in which this skill is very important.	Children's Experiences, I Want To Be Series, Children's Press
Math	Utilize classroom helpers as paid workers(children paid in play money for jobs they do in and out of class).	Elementary School Curriculum Guide, (Schreibner and Black)
Math	Plan a trading day. Students bring a toy or possession (with parental approval) to trade in class, bringing out the idea of barter before money was available.	1) Telelesson (2) Elementary School Curriculum Guide, (Schreibner and Black)
Language Arts, (Spelling)	Students will become familiar with and learn new vocabulary words pertaining to careers studied. They may develop vocabulary lists pertaining to field trip experiences.	Children's Experiences

INFORMATIONAL OBJECTIVE: The student will recognize various work activities that directly affect his life outside his immediate experience.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Language Arts, Art	Develop a career dictionary (or picture work dictionary).	<u>The Big Dictionary</u>, Magazines
Language Arts, Social Studies	Use "Show and Tell" time to have children bring in things their parents make or do.	Children's Experiences
Language Arts	Students will make a list of experiences in which they think being strong is important. Include thinking jobs, jobs done by hands, and different jobs that are done different ways.	1) <u>I Want to Be</u> 2) <u>Encyclopeida of Careers</u> 3) <u>All About</u> ...... (Series)
Art, Language Arts	Ask students "what do you like to do?" List responses on board. Let children illustrate.	
Music	Learn songs about city workers.	<u>Making Music on Your Own</u> (Burnett)

SUGGESTED STUDENT OUTCOMES

1. The student will be able to list at least six city workers and describe the work that each does.
2. Given the necessary materials, the student will be able to find jobs that are being advertised in the newspaper.
3. The student will be able to write and read stories about city workers with a clear understanding of their occupations.

EDUCATIONAL GOAL: To stress the idea that there are kinds of work that involve working with people, working with ideas and working with things.

CONCEPT: Environment and individual potential interact to influence career development.

INFORMATIONAL OBJECTIVE: The student will realize that the kind of work people do is dependent upon materials supplied by nature.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
	Show film to help students recognize some natural resources.	Film: <u>Man's Basic Needs: Natural Resources</u>
Social Studies	Tour some local factories to see different kinds of work done by people in the community.	Factories: Brown and Williamson, Blue Ridge, Seward Luggage, Titmus Optical
Art, Social Studies	Make charts and scrapbooks of different kinds of work done by people in the community.	Children's Experiences, Parents
Math	Make a graph showing salary comparisons of various workers.	Resource People, Parents
Language Arts	Invite professional people for interviews.	College Professor, Doctor, Lawyer, Librarian, Pharmacist, Minister, Dietician, Social Worker, etc.
Language Arts, Social Studies	Show many films and filmstrips depicting careers and discuss whether these persons work with people, ideas or things.	Films: <u>The Doctor</u>, <u>The Secretary</u>

SUGGESTED STUDENT OUTCOMES

1. Given an opportunity to view films, the student will be able to recognize some natural resources.
2. Given an opportunity to visit some local factories, the students will be able to see many things produced by workers.
3. The student will list at least six kinds of work that involve working with people, working with ideas and working with things.

EDUCATIONAL GOAL: To stress the idea that there are kinds of work that involve working with people, working with ideas and working with things.

CONCEPT: An understanding that our city government has established major job classifications.

INFORMATIONAL OBJECTIVE: The student will be informed of the responsibilities in city government

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Social Studies	Invite a city official to talk to the class about city government in Petersburg.	City Officials, Films: Our City Government, Our Community
Language Arts	Write short stories about careers students like in city government.	City Officials, Career Encyclopedia, I Want to be....Series
Language Arts	Read and discuss stories about people who maintain our community.	Films: A Community Keeps House, Fred Meets a Bank, Policeman Walt, The Fireman, A Day With Fireman Bill, Study Prints
Math	Make a study of the city budget.	Newspaper, Resource Person, Data from City Hall, Films: Donald in Math Magic Land, About the People Who Run Your City Book: The First Book of Local Government (Eichner)
Physical Education, Social Studies	Role play "I'm Going to the City."	Widening Circles, (Harcourt, Brace & Jovanovich)

Suggested Student Outcomes

1. Given an opportunity to do so, the student will be able to write stories about a career he likes in city government.
2. Given a list of government workers and their duties, the student will be able to match the worker with his duty.
3. Given an opportunity to do so, the student will be able to write a skit about "Last Stop, City Hall."

UNIT V

EDUCATIONAL GOAL: To provide students with occupational information to make them aware of the opportunities available in the field of transportation.

CONCEPT: An understanding of possible fields of future employment in the area of transportation.

INFORMATIONAL OBJECTIVE: The student will become aware of many modes of transportation in relation to his city.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art, Social Studies, Language Arts, Math, Music	Divide the class into small groups to do research on different modes of transportation.	Ring Around the World, World Book, Childcraft, How People Travel, Films: Tugboats, Trucks and Trains, Airplanes, How They Fly, The Development of Transportation, Filmstrips: Airports and Airplanes, Oar Auto Trip, Transportation, Pictures
Music	Sing songs and learn poems about travel.	Making Music On Our Own, Poems to Read On Your Own, Filmstrip: Songs of the Railroad
Language Arts	Listen to traffic reports to understand how rush hours create transportation problems.	Instructor, WRVA Radio Station Film: City Bus Driver, Textbook: Widening Circles
Social Studies	Visit an airport, a railroad station and a bus terminal to observe persons on the job and to see the need for cooperation among workers and the interdepedence of their jobs.	Byrd Airport, Trailways Bus Depot, Seaboard Coast Line Railroad

INFORMATIONAL OBJECTIVE: The student will become aware of many modes of transportation in relation to his city.

CONTENT AREAS	STRATEGIES	RESOURCE MATERIALS
Art	Make scrapbooks and posters about careers in transportation.	Children's Experiences, Magazines, Newspapers, Camera
Social Studies	Schedule a field trip where emphasis will be centered on the worker and the skills which he utilizes in performing the job.	Fire Station, Police Station

Suggested Student Outcomes

1. Given an opportunity to do research, students will be able to list five different modes of transportation.
2. Given an opportunity to visit places of travel, students will be able to write stories and poems about several modes of transportation.
3. Given an opportunity to take field trips, students will be able to list skills needed for performance in the jobs which they have observed.

Culminating Activity

Careers From A - Z

This skit is prefaced with an introduction by the announcer (very simple) plus the following four lines:

The alphabet from A to Z
A guessing game for you and me
I'll say a rhyme, then you
must see
What each career's supposed
to be.

All characters dress or use materials associated with their career. Skit features "Now" music

1st song at opening of show is "I'd Like to Teach the World to Sing"

Last song at end of show is"Put a Little Love in Your Heart"

One child dances while class sings and sways.

<u>Poems</u> about work and careers may be used in various spots in the skit. (artist, postman, policeman, etc.)

Every child has something special to do. When the speaker asks his question, the class answers and the announcer holds up a tagboard card with the career written on it (for the benefit of the audience).

Our announcer prefaced our skit with this statement: "This year we have been studying about careers. We have become aware of many careers in and around Petersburg. There are many professions that we as small kids had never heard of. We are more informed now."

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Careers from A to Z

I made history when I went
to the moon.
But my return to Earth wasn't any to soon!
Who Am I? (Astronaut)

I build your houses and
I build them good.
I build some out of brick
and some out of wood.
Who Am I? (Carpenter)

Railroad work is what I do best.
You do the riding I'll do the rest.
Who Am I? (Engineer)

Meat, vegetable and other products
Are what I sell.
And when you pay me
My cash register rings a bell.
Who Am I? (Grocer)

I make sundae cups and
fudge-nut sticks
So boys and girls can take
their pick.
Who Am I? (Ice Cream Maker)

I wear a special shoe
dance pretty for you,
I leap, turn and stop to
pose
Then stand in beauty on my toes!
Who Am I? (Ballerina)

You come to me when
you are sick.
I give you medicine and
you get well quick.
Who Am I? (Doctor)

I race down the street
to put out a fire.
Someone was careless
And left a live wire.
Who Am I? (Fireman)

Homemaking is what I enjoy most.
Especially frying the bacon
And toasting the toast.
Who Am I? (Home Economist)

I keep buildings and offices clean.
The manager says its the
best he's ever seen.
Who Am I? (Janitor)

Caring for the home and
family is my work.
I sweep and dust where
cobwebs lurk.
Who Am I? (Keeper of the House)*

*Enter - Old Mother Hubbard and her children. (Go get a Career)

Old Mother

<u>1st speaker</u>

Old Mother Hubbard went to
the employment office
To get her poor dog a job.
But when she got there
They were all gone
So ther poor dog had none.

<u>2nd speaker</u>

She went tothe baker
To buy him a cake
But when she came back
He was playing the flute.

<u>3rd speaker</u>

She went to the fish mongers
to buy him some fish
But when she came back
He was licking the dish.

<u>4th speaker</u>

She went to the barbers
To buy him a wig
But when she came back
He was dancing a jig.

<u>5th speaker</u>

She went to the tailor's,
To buy him a coat,
But when she came back
He was riding a goat.

<u>6th speaker</u>

She went to the grocer
To get him some meat
But when she got back
The poor dog was sleep.

<u>7th speaker</u>

Mother Hubbard made a curtsy
The dog stepped near
She said "Now listen,
Go find yourself a Career!"

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When you need advice
So you won't go to jail,
I help out and
get your bail.
Who Am I? (Lawyer)

Your car won't run,
You're left with a load.
I fix it up fast
And you're back on the road.
Who Am I? (Mechanic)

Music: "Country Roads" Pretend Banjo playing. Class sings.

I take care of you when you get sick
So you can hurry up
And get well lickety-split.
Who Am I? (Nurse)

I have a strong voice and I
like to be heard.
Sometimes I sound like a
mocking bird.
Who Am I? (Opera Singer)

Song: "Doe A Deer" from "Sound of Music"

People vote for me to help them out
Because I know what government is all about.
Who Am I? (Politician)

I teach boys and girls to be
healthy and strong.
We hop, skip and jump all day long.
Who Am I? (Physical Education Teacher)

I know how to play football
And I'm also very strong and tall.
Who Am I? (Quarterback)

In the forest I know every tree
And also every flower and every bee.
Who Am I? (Forest Ranger)

I'm always trying to find
out "why"
So I experiment with everything
under the sky.
Who Am I? (Scientist)

I show boys and girls
how to read and write
And hope they'll learn
with all my might.
Who Am I? (Teacher)

Enter Teacher and several pupils:

"We love our teacher.
Our teacher loves us.
Our teacher is our friend.
She works hard to help
us get our work."

I'm, the last friend you have
after you get your "last sleep,"
So I get my shovel and
plant you down deep!
Who Am I? (Undertaker)

I look after animals of every kind
Big or small I don't mind.
Who Am I? (Veterinarian)

Record: "Amen" Comedian "shouts" to melody, Children clap and sing.

If you are sick and need a dose,
See me quick and I'll diagnose.
Who Am I? (X-ray Technician)

I can type and I can spell.
I work for the newspaper
And read quite well.
Who Am I? (Writer)

I like to clean and sweep the out-of-doors,
If you bring me a rake,
I might clean yours.
Who Am I? (Yardman)

I keep animals clean
And feed them well
So when kids visit,
the animals have a good smell.
Who Am I? (Zoo-Keeper)

Closing Poem

Now did I find a job to please
In all the rhyming ABC's?
Or do I want another kind,
One that I could not seem to find?

I'll ask my teacher if she'll tell
The way to write and how to spell
A special job, my very own,
That I would like when I'm full-grown.

I'll keep this special job in mind,
And as I grow, and if I find
I wish to change what I will be,
This thought I'll keep inside of me.

No matter what the years may bring
In money, fame or anything,
The greatest gift that I could own
Is a good Career when I am grown.

Closing Remarks

"This ends our production. We hope you have learned something about some of the many careers in and around our fair city.

This has been an Equal Opportunity Career Awareness Program!!!

"Bye Now"

A message to the boys and girls at the beginning of the school year.

For you ----------

This year our lessons are planned especially to help you understand how people earn a living in Petersburg. Our city has grown greatly since 1748. More than 45,000 people live here now. They need homes, food, clothing, electricity and gasoline. They need buses and taxicabs. They want motion pictures, radios and televisions. They need the services of schools, hospitals, churches and synagogues. Many different kinds of workers are needed to help them satisfy these needs.

Your understanding of the ways in which Petersburgers earn a living will help you become aware of the many workers in our city and the way their work affects our lives. As we start out this year, you are not saying good-bye to the people about whom you have been reading and studying. Every day, every week, every month, you will go on learning about workers who are earning a living in Petersburg.
Someday you will be earning a living yourself.

"Good Luck" as we launch out together!

INFORMATIONAL LETTER TO PARENTS

Dear Parents,

Next week the third grade classes of Walnut Hill Elementary School will begin a study of our city in relation to the world of work. We hope that you will be willing to assist us in making this a meaningful learning experience for our pupils. As one assignment, your child will be asked to interview you about your job. His interview will be based on the kind of information he and his fellow pupils decide they would like to have about workers and the world of work. In addition I will ask him to ask you, "What you think makes a good worker?"

The following week we will be discussing in our classes good home habits that lead to good work habits, and your cooperation will again be elicited. Each pupil will have homework as a "homeworker." At the end of the week, you will be asked to complete a "Home Workers Check Sheet" that he will bring home with him.

May I thank you in advance for your anticipated cooperation. If you have any questions or suggestions, please don't hesitate to call.

Sincerely yours,

(Mrs.)

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A SELF AWARENESS SURVEY

What Do I Know About Me

1. What I like to do.
2. The hobbies I have or would like to have.
3. The clubs I belong to.
4. Some things that I have done that I did not enjoy.
5. What I most often do in my spare time.
6. Contests or competitions I have entered.
7. What subjects I like best in school.
8. The subjects I do not enjoy in school.
9. What sports and games I like best.
10. What kind of persons I like best to be with.
11. Do I like to read in my spare time?
12. What kind of jobs do I like to do best now?
13. What kind of work would I like to do in the future?
14. Do I spend most of my free time indocrs or outdoors?

HOME WORKERS CHECKLIST

Dear Parents,

Please place a check mark beside each item your son/daughter accomplishes for each day of the week beginning Monday.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. Gets up on time.					
2. Makes bed.					
3. Straightens up his room.					
4. Is on time for meals.					
5. Washes hands and face before meals.					
6. Brushes teeth after meals.					
7. Helps with house work.					
8. Is considerate of others.					
9. Is dependable.					
10. Goes to bed on time.					

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Survey Letter to parents to create interests in our unit.

Dear Parents,

We are studying our city and its people. We want to know why people come to live here in Petersburg. We would like to ask you the following questions:

1. Were you born in this City?

   (a) If not, did you come from a farm? another city? or another country?
   (b) If you came here from elsewhere, why did you come?
   Check the two most important reasons:
   (1) better jobs
   (2) better services
   (3) better schools
   (4) better recreation
   (5) friends and families here
   (6) other reasons (Please list)

   (c) If you were born here, were your parents born in the city? If not, where did they come from?

2. List the reasons why you do not like living in the city.

3. List the reasons why you like living in this city.

Thank you for your interest and cooperation.

Yours truly,

(Mrs.)____________________
Teacher

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What I Like to Do

Put a check mark in the column which states how you feel.

I like to:	often	sometimes	seldom
1. be outdoors			
2. be indoors			
3. draw pictures			
4. talk to people			
5. work alone			
6. work with people			
7. work with my hands			
8. try new things			
9. help others			
10. make people happy			
11. collect things			
12. read books			
13. work with numbers			
14. work with machines			

Saltzman, Glenn A. Career Education Program. Vol. I: Kindergarten - Grade 6. Boston: Houghton Mifflin Company, 1973.

Job Exploration Exercise

Name of job:

1. Required mental and physical skills: ______

   Do I have these skills? ______

2. Description of job environment: ______

   Would I like to work in this environment? ______

3. Describe the typical day in this job: ______

4. List the training needed for this job: ______

5. Do I like the kind of work done on this job? ______

6. What experiences would help me prepare for this job? ______

7. What sources have I checked regarding this job? ______

8. Have I talked with my parents about this job? ______

9. Have I discussed my career interest with the teacher or guidance counselor? ______

10. If so, what information did they give me? ______

11. How did what I found out about this job affect my interest in it? ______

______

Saltzman, Glenn A. Career Education Program.
Vol. I: Kindergarten - Grade 6. Boston: Houghton Mifflin Company, 1973.

Worker Interview Questions

I. Job title ____________________

A. What do you do on this job? ____________________

II. Future employment prospects

A. What demand is there fow this job? ____________________

B. What training do you need for this job? ____________________

III. What qualifications must you have for this job? ____________________

A. Age ____________

B. Skills required ____________________

C. Other physical requirements ____________________

IV. What are your feelings about this job?

A. What do you like about it? ____________________

B. What do you dislike about it? ____________________

V. How is the work environment?

A. Is it clean? Noisy? ____________________

B. Do you work alone or with others? ____________________

C. Is your job dangerous? ____________________

Saltzman, Glenn A. Career Education Program. Vol. I: Kindergarten - Grade 6 Boston: Houghton Mifflin Company, 1973

Work at Home Worksheet

1. Name the jobs and chores you do at home.

2. Name jobs outside the home that are similar and require the same skills.

3. What do you like about these jobs?

4. What don't you like about these jobs?

5. What other jobs at home would you rather do?

Saltzman, Glenn A. Career Education Program. Vol. I: Kindergarten - Grade 6. Boston: Houghton Mifflin Company, 1973.

Occupational Preference Survey

Name____________________ Age__________

Grade____________________ Boy Girl (Circle one.)

School______________________________

1. List three jobs that you are thinking about:

   A. ____________________

   B. ____________________

   C. ____________________

2. What is your father's job?____________________

   What does he do at his job?____________________

3. List jobs that other members of your family hold:

   ____

   ____

   ____

4. If you could have whatever job you wanted, what job would you choose?

   ____

Saltzman, Glenn A. Career Education Program.
Vol. I: Kindergarten - Grade 6. Boston: Houghton Mifflin Company, 1973.

Parent's Information Survey

Name____________________ Phone __________

Address____________________

Child's Name____________________

1. Where have you spent most of your life? (Circle one)

   A. In this neighborhood.
   B. In this state.
   C. In another state in the United States.
   D. Outside the United States.

2. What type of work do you do?__________

3. What special training or education have you received in preparation for or conjunction with the job you now hold?____________________

4. Does your job require special uniforms, training, or involve unusual products or service?__________

5. Would you be willing to speak to the class about your work? Yes No

6. Would children in our class be able to visit the place where you work? Yes No

7. How much time would you be willing to volunteer per year to our Career Education Program?

   _____one hour
   _____two hours
   _____three hours
   _____four hours
   _____five hours
   _____other ________

8. What suggestions do you have that will help make the Career Education Program more valuable for individual students.

Saltzman, Glenn A. Career Education Program. Vol. I: Kindergarten - Grade 6. Boston: Houghton Mifflin Co., 1973. 3 - 43

<u>How to get along with others</u>

Bernice Neugarten

yes, no, sometimes

1. Do I get along quite well with most people?
2. Do I like most of the people I know?
3. Do most people seem to like me?
4. Am I always worried about what another person is thinking about me?
5. Am I interested in listening to the other person, and not just waiting for him to stop talking and listen to me?
6. Do I always insist on my own way, never changing my ideas to fit in with others?
7. Do I often act silly just so people will pay attention to me?
8. Do I often make up excuses, instead of giving the real reason for something?
9. Do I spend much time moping because of something I don't have, like a big allowance or a pretty face or lots of clothes?
10. When we're making plans do I think only about myself and never consider other people?
11. Do I do my share in thinking up ideas and in doing jobs that should be done?
12. Am I afraid to meet a new person, even if it's someone my own age?
13. Do I feel lonely and wish I had more friends?
14. Do I feel miserable because other people don't appreciate me?
15. Am I a good sport, even when things don't go my way?

How did you do on this list of questions? Remember every person has his problems. Every person has times when he feels dissatisfied with himself.

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SUGGESTED PEOPLE TO INTERVIEW

1. Teacher/Professors
2. Lawyer
3. Dentist
4. Doctor
5. Architect
6. Photographer
7. Insurance Salesman
8. Realtor
9. Banker
10. Librarian
11. Social Worker
12. Beautician
13. Editor
14. Dietician
15. Electrician
16. Veterinarian
17. Radio Broadcaster
18. Sales People
19. Minister
20. Pharmacist
21. Clerk or Recorder
22. Stenographer
23. Mortician
24. Bus Driver
25. Jeweler
26. Farmer
27. Engineer
28. Grocer
29. Judge
30. Nurse
31. Actor-Actress
32. Baker
33. Tailor
34. Florist
35. Telephone Operator
36. Service Station Owner
37. Auto Mechanic
38. Mayor
39. Councilman
40. Store Clerk
41. Carpenter
42. Military personnel
43. Artist
44. Forest Ranger
45. Home Economist
46. Janitor

The following questionnaire is a guide for the student to use when resource people visit our classroom.

1. What type of occupation do you have?
2. What educational qualities do you possess?
3. What skills are needed for your occupation?
4. What materials do you use in your profession?
5. What do you like most about your work?
6. What do you dislike most about your work?
7. Will you describe your work?
8. Does your job hold promises of advancement in the future?
9. Will you discuss the salary scale?

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SUGGESTED FIELD TRIPS

1. Bakery
2. Airport
3. Fire Station
4. Fire Station - WXEX Blandford House
5. Department Store
6. Wholesale House
7. Dairy Farm
8. Construction Site
9. Police Station,
   Detective Division
10. Library
11. Industrial Plant
12. Factory
13. Theatre
14. Sections of City
15. Swift Creek Mill
16. Telephone Company
17. Barber Shop
18. Beauty School
19. Battlefield Park Information Center
20. U.S. Army Recruiting Center
21. City Hall
22. Virginia State College Art Department

EVALUATION

1. Pre-and-Post tests to evaluate academic achievement and occupational information.
2. Observation of creative work of the students.
3. Observation of student interest while participating in discussion, reports and interviews.
4. Observation of student use of information received from field trips, resource people and interviews.
5. Observation of student methods used in compiling notebooks and scrapbooks.
6. Observation of student use of dictionaries, encyclopedias and library facilities.
7. Observation of student interpretation and use of maps, charts, tables and graphs.
8. Observation of student selection of articles from newspapers and magazines.
9. Observation of student use of materials and learning centers.
10. Observation of student ability to accept and profit by mistakes.
11. Observation of whether students are developing an appreciation of efforts of workers in different types of occupations.
12. Observation of whether students are learning to appreciate the contributions of people in our community and the city.
13. Observation of student knowledge of the vocabulary used in the World of Work.
14. Observation of behavioral changes in group and individual tasks.

SUGGESTED POEMS

"Automobile Mechanics" - Barouch

"Behind the Waterfall" - Wells

"The Bookworm" - de la Mare

"C is for Circus" - McGinley

"Choosing Shoes" - Wolfe

"City Streets and Country Roads" - Farjion

"The Cobbler" - Chaffee

"Cockpit in the Clouds" - Drance

"The Cowboy's Life" - Adams

"The Dentist" - Tylman

"The Fiddler of Dooney" - Yeats

"I Will Go With My Father a - Ploughing" - Campbell

"The Policeman" - Watts

"The Postman" - Richards

"The Scissor - Man" - Nightingale

"Taxis" - Field

"Trains" - Tippett

Suggested Films

1. Airplane Trip by Jet
2. Airplanes, How They Fly
3. Appreciating our Parents
4. Are Manners Important
5. Arithmetic in the Food Store
6. Behind the Scenes at the Supermarket
7. Billy's Helicopter Ride
8. Bread
9. Care of Pets
10. Cattle Drive
11. Changing City, The
12. City Bus Driver
13. Cloth - Fiber to Fabric
14. Community Keeps House, A
15. Dairy Farms
16. A Day with Fireman Bill
17. The Development of Transportation
18. The Doctor
19. Donald in Math Magic Land
20. Electricity and How It's Made
21. Factory, How a Product is Made
22. Farmer Don and the City
23. The Farmer
24. Firehouse Dog
25. Fireman (2nd Edition)
26. First Aid on the Spot
27. Fred and Billy take an Airplane Trip
28. Fred meets a Bank
29. The Freight
30. Getting the News
31. Hansel and Gretel Marionettes
32. I Live in Hawaii

Suggested Films
Continued

33. Let's visit a Shopping Center

34. The Lumberman

35. The Mailman

36. Megalopolis - Cradle of the Future

37. Non-Objective

38. Newspaper Serves its Community

39. Our City Government

40. Our Community

41. Policeman

42. Policeman Walt Learns His Job

43. The Secretary

44. Telephone for Help

45. Television Serves its Community

46. The Toymaker

47. The Truckdriver

48. Trip to the Moon

49. Washington, City of the World

50. Wheat Country

51. Opportunities Unlimited

52. Who Needs Rules? (Teacher Values)

53. Rescue Squad

54. Money: How Its Value Changes

55. Craftsmen

56. John's Train

57. How To Study Ecology

58. Economics: Newspaper Boy

59. Economics: Money

60. Economics: The Credit Card

61. Leo Beuerman - (Explains how a handicapped person finds happiness in a career)

62. Black Achievements in America: Richard Hunt, Sculptor

63. Caterpillar -(Teaches values)

64. The Long Haul Men

All of the above films are available at DLTM.

Suggested Films and Filmstrips

Films

*Arithmetic in Food Store

*Energy Does Work

*Food That Builds Good Health

*Introducing Shapes, Lines and Angles

*People are Different and Alike

*Shep, the Farm Dog

*The Wheat Farmer

*Winter on the Farm

*Summer on the Farm

*The Work People Do

Denoyer - Geppert - Audio-Visual
355 Mexican Ave.
N.Y. N.Y.

Filmstrips

*Haying

*The Grocer

*Picking Fruit

*Picking Vegetables

*Super Market Workers

Machines and Tools To Help Us Work

School Helpers

Part of the Team

Some Neighborhood Helpers Series

Automobiles Service Station

Neighborhood Barber

Neighborhood Beautician

Neighborhood Doctor

Neighborhood Fish Store

Neighborhood Newspaper Store

Neighborhood Nurse

Neighborhood Optometrist

Neighborhood Pharmacist

*Not available at DLTM

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SUGGESTED FILMSTRIPS

School Helpers Series:

Cafeteria Worker

Custodian

Principal

Safety Patrol

School Nurse

Teacher

Farmer and City Man Need Each Other

Mr. Storekeeper

Basic Economics Series:

Living and Work Without Money

Money

Money and Government

Money and Panic

Money Goes to Work

New Ways to Use Money

Too Little Spending

Too Much Money

SUGGESTED RECORDS AND CASSETTES

*Community Helpers

*Self - Image

*The Five Senses

*Values

*Sights and Sounds

*Cities At Work

*Secrets

*Not Available at DLTM

SUGGESTED RECORDS

George Washington Carver

Let's Be Firemen

Let's Help Mommy

How A Book Is Made

Real Train Sounds

Shoemaker And The Elves

Milk's Journey

Cities At Work

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MUSIC

"I'd Like to Teach the World to Sing"

"Country Roads"

"Put A Little Love in Your Heart"

"What the World Needs Now Is Love"

"Amen, Amen"

"Kum - Ba - Yuh" (Come By Here)

"I've Been Working on the Railroad"

"Shrimp Boats - is - a-Coming"

"The Boatman"

"The Jolly Shoemaker"

"Getting to Know You"

"The More We Get Together"

"John Henry" - Railroad Song

"She'll Be Coming 'Round the Mountain"

"Paddy Works on the Erie R. Railroad"

"Casey Jones"

"People on the Bus"

"I Am A Gay Musician"

"The Blacksmith"

"Old McDonald"

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Study Prints:

"In and Around the City"

"Career Workers in the Community"

"Community Workers"

"Black Americans" (Famous)

Games

Career - Parker Bros.

Occupational Puzzles - Parker Bros.

SUGGESTED LEARNING CENTERS

1. <u>Story Time Center</u> - Within this center, children can listen to or read stories representing various occupational fields. The stories center on vocabulary and reinforce specific skills introduced earlier.

2. <u>Music Center</u> - Here the children write or listen to songs emphasizing specific vocations. They receive a chance to practice rhythm on instruments which they build themselves.

3. <u>Creative Writing</u> - The children are encouraged to express themselves freely through stories dealing with their present experiences and career ideas.

4. <u>Book Binding Center</u>-All stories the children compose, including vocabulary and skills each child masters, are duplicated. Each child makes a book of his own experiences. This activity illustrates a vocation and provides the children with a sense of success and achievement. A classroom newspaper can be easily built into this center.

5. <u>Skills Center</u> - Here children receive perceptual skill development using equipment such as tape recorders, overhead projectors, cassettes and language masters.

6. <u>Arts and Crafts Center</u> - Children paint, model, structure, and make drawings about careers.

7. <u>Drama Center</u> - Children discuss feelings and experiences related to careers.

Phase I - Career Awareness

Grade 4

Master Unit - Careers in Our City and State

Introduction

The purpose of the Career Awareness Program for the fourth grade is concerned with investigating and interpreting the work of family members as it relates to a larger segment of the society. It is designed to promote an understanding of similarities among jobs through studying and classifying jobs into various "job families."

Students should become familiar with some jobs in goods-producing industries (manufacturing, agriculture, construction, and mining) and some jobs in service-producing industries (trade, government, transportation, public utilities, finance, insurance, and real estate).

This level should also focus on the development of positive attitudes, appropriate to both personal growth and career choices, building upon experiences developed in preceding levels. By moving to new levels of experiences, individual decision making abilities can be enhanced as students' sense of dignity and worth are increased through deeper understanding of the intrinsic value of occupational awareness.

We now proceed from the family, local and immediate environment to occupational awareness on a state, national, and world-wide level. The students should realize that they gain from and contribute to occupational awareness by participating in our world of challenge and change.

EDUCATIONAL GOALS

1. To improve students' self-concept or self-image and their sense of personal worth.

2. To develop in students the proper attitudes and behaviors.

3. To inform students about the multitude of occupational opportunities.

   a. To improve overall pupil performance by unifying and focusing basic subjects around a career development theme.

4. To inform students that people are interdependent for the fulfillment of their needs.

5. To visit local businesses and industries to get a first-hand view of the "world of work."

6. To stress the dignity of work and the fact that every worker performs a useful function.

7. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the students' level of development.

CONCEPTS

1. Self understanding is vital to career decision and work performance.

   Sub-Concepts

   a. A positive concept of each enables the individual to enter and function in the working world.

   b. A person's work may contribute to a positive concept of self.

   c. An individual may be suited for many different occupations.

   d. There are identifiable attitudes and behaviors which enable one to obtain and hold a job.

   e. The individual's perception of his environment affects his attitudes towards work.

   f. Value judgements influence vocational choice.

   g. Each individual has a contribution to make to the world of work.

   h. Knowledge of one's self in relation to work is a continuing process.

   i. The individual's perception of people affects his ability to work cooperatively.

   j. Individuals are responsible for their career planning.

2. Individuals differ in their interests, abilities, attitudes, and values.

   Sub-Concepts

   a. People bring different values to their jobs.

   b. Some people value work because of the social aspect.

   c. Some people value work that keeps them clean; others value work that involves grease and oil or mud and dirt.

d. Workers display different temperaments in their jobs: liking variety/change, taking risks, working alone, performing under stress, doing repetitive jobs.

e. A worker's temperament affects his job.

3. Career education prepares man for the world of work.

<u>Sub-Concepts</u>

a. Career choice is a developmental process.

b. People do many kinds of work.

c. A person may have many careers.

d. Hobbies and interests may lead to a vocation.

e. There are job clusters within occupational areas as well as across occupational areas.

f. Career areas have a hierarchical structure.

g. Basic education enhances job performance.

h. There is a specific knowledge for each career area.

i. Vocational preparation requires skill development.

j. Work experience facilitates career decision-making.

k. Workers may need vocational retraining in the course of a lifetime.

l. Transferable knowledge will facilitate retraining.

4. Job specialization creates interdependency.

5. Man's livelihood depends upon the production, distribution and consumption of goods and services.

<u>Sub-Concepts</u>

a. Understanding economics helps man to function effectively and to make choices and decisions consistent with his needs and resources.

b. Man's work affects his standard of living.

c. Geographical settings affect work.

d. Man's work contributes to a nation's wealth and productivity.

e. The economic system structures incentives for man to work.

f. Our economic system influences work opportunity.

g. Economic fluctuations influence occupational choice and opportunity.

6. Job characteristics and individuals must be flexible in a changing society.

<u>Sub-Concepts</u>

a. Persons need to be recognized as having dignity and worth.

b. Occupations exist for a purpose.

c. Various groups and institutions influence the nature and structure of work.

INFORMATIONAL OBJECTIVES

1. The students will discuss why self-awareness is vital to career decisions and work performance.
2. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.
3. The students will identify the many occupations and jobs that are available within the city and state.
4. The students will discuss how the interdependency of workers affects our economy and our society.
5. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.
6. The students will identify the many types of goods and services that are supplied by the federal, state and local government.
7. The students will describe how transportation and communication make it possible for a wide distribution of goods to be moved from producer to consumer.

UNIT I

EDUCATIONAL GOAL: To improve students' self-concept or self-image and their sense of personal worth.

CONCEPT: Self understanding is vital to career decision and work performance.

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Listen to and discuss the program on Secrets to help the students to improve their self-image.	Cassette Tape Secrets - Complete Program. Educational Process Corp.
Language Arts	Listen to and work out the activities in the program Focus on Self-Development.	Filmstrip and Recordings. Focus on Self-Development - Stage Two: Responding SRA Filmstrip: Who Are You? Foundations for Occupational Planning, SVE
Language Arts	Make a list of things I can do and things I know how to do and compose a want ad to advertise my qualifications.	Children's experiences, Newspapers

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts		
Science, Music, Art, Phy. Ed.	Set up "interest centers" with books, magazines, newspaper articles, stories, and crafts pertaining to special career interests.	Books, Newspapers, Magazines
Language Arts	Role play situations such as babysitting or caring for clothing, dramatizing the right and wrong way of performing tasks.	Children's experiences
Language Arts	Role play workers in various occupations showing how these people may obtain personal satisfaction from their work.	Children's experiences
Science	Discuss how scientists, in the various areas of their science realm, find satisfaction in their positions and work.	Filmstrip: <u>George Washington Carver</u> Textbooks: <u>Concepts in Sciences</u>, Chapter 8 Brandwein, Cooper, Blackwood and Hane. Harcourt, Brace and World, Inc., 1966 <u>Finding Your Way</u>. Chapter 9

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
		Lyons and Carnahan Meredith Publishing Co., 1967 <u>Goals in Reading.</u> Unit 6, Pages 274-280 Early, Canfield, Karlin, Schottman and Adell. Harcourt, Brace and Jovanovich, Inc. 1970
Math	Measure and mount pictures of interest relating to career development. Arrange these pictures for exhibits, bulletin boards, and booklets.	Paper, Ruler, Crayons, Scissors, Paste
Art	The student will make a drawing of himself in some occupational situation of his interest.	Paper and pencil, crayons
Health	Make a display for the room using pictures from magazines on good grooming.	Magazines, Catalogues
Health	Write fictional stories telling how a good habit helped a person to become successful.	Textbook: Lyons and Carnahan.

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
		<u>Finding Your Way</u>. Unit 4, Meredith Publishing Co., 1967
Health	List some of the good habits of famous people.	Reference books
Language Arts	Have students tell stories involving the consequences of not doing your best (e.g. a team of astronauts, a football team, etc.).	Children's experiences
Language Arts	Develop role playing episodes to help children become more aware of their preferences for different types of work situations.	Newspapers, television, books, personal observation and experiences
Health	Discuss the relative importance of neatness and cleanliness in different types of work.	Children's experiences
		School Nurse Public Health Nurse
Art	Have students make drawings or self-portraits and ask: a. How do you see yourself? b. What traits or skills do you have that you like? c. What traits or skills would you like to develop?	Children's experiences Filmstrip: <u>Who Are You?</u>

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
		Foundations for Occupational Planning, S V E
Language Arts	Use puzzles, games, and exercises to illustrate the decision-making process.	Puzzles and games, Children's Experience
Language Arts	Develop role-playing episodes in which children are able to consider the relative importance of such work values as: knowing that each person is an individual, having power over workers, adding beauty to the world, knowing that your job will last.	Children's Experiences Filmstrips: Who Are You? Foundations for Occupational Planning, S V E What Do You Like To Do? Foundations for Occupational Planning, S V E
Language Arts	Storytelling - tell a story involving the consequences of not doing your best as an individual or as part of a team. (e.g. football team, firefighters, etc.)	Children's Experiences
Language Arts	Pantomime values needed in several occupations, displaying need for individual and group values and temperaments.	Children's Experiences

INFORMATIONAL OBJECTIVES: The students will discuss why self-awareness is vital to career decision and work performance. The students will accept their uniqueness as well as the uniqueness of others within their intervening environment.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Social Studies	In reviewing the occupationsof Virginians, present situations involving honesty, respect, temperament, attitudes, values, etc. and have the children discuss or develop role-playing, clarifying these values in selected role-conflict situations. Have the advantages brought out.	Virginia! A TV Social Studies Experience Pp. 77-79 Filmstrip: What is a Job? Foundations for Occupational Planning, S V E
Social Studies	Make a chart showing variety of job policies in several different occupations.	Policy booklets from different businesses
Health, Language Arts	Read Crow Boy and discuss behavior and attitudes depicted in the story.	Book: Crow Boy
	Write interpretations of Crow Boy, e.g. "What would I do if I were Crow Boy." Discuss each interpretation. (Pros and Cons)	Filmstrip: Who Are You? Foundations for Occupational Planning, S V E
Health	Discuss how students' and school personnels' dress and grooming habits can effect their temperament.	Children's experiences, Personal interviews

STUDENT OUTCOMES

1. After viewing the filmstrip Who Are You? the majority of the students will understand that there is a continuous interaction between one's knowledge and acceptance of self and what one will become.

2. Students will be able to list their interests and abilities on a self-evaluation card.

3. After role playing the students will be able to identify and discuss the attitudes and behaviors which enable them to work and play cooperatively.

4. About 90% of the students, with accuracy, will be able to demonstrate their verbal and written skills in role playing and writing activities.

5. Selecting one student from the class, have the other students write one statement about their perception of that student. By comparing the statements, most of the students will be able to demonstrate that their perception of people may differ from the perception of others.

6. After listening to and discussing the program on Secrets, 90% of the students will be able to write a story that describes their interests and attitudes toward work and success.

7. Students will be able to list at least five personal strengths and weaknesses.

8. After the study on the program on Focus on Self-Development, the students will be able to list some factors that can make them successful in school.

9. After viewing and discussing the filmstrip, Who Are You? the majority of the students will be able to understand the need in society for people with different personalities, interests, and abilities.

10. Students will be able to name some factors that determine personal satisfaction in their school work.

UNIT II

EDUCATIONAL GOAL: To inform students about the multitude of occupational opportunities.

CONCEPT: Career education prepares man for the world of work.

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Engage the students in discussions which will help them see the dignity and value of all work in which man engages.	Film: <u>Why Fathers Work</u>
Language Arts	Have students interview their parents about their jobs and report to the class what they found out.	Parents
Language Arts	Have a discussion on the division of labor within the family. What does each member do?	Parents, Children's Experiences
Language Arts	Read the yellow pages and the newspapers to seek out the many types of jobs available in the city.	Telephone Directory, Newspaper
Language Arts (Art)	Plan a puppet show portraying types of work done by their parents for presentation to the class.	Children's Experiences, Art Materials
Language Arts	View films of different types of workers and the job skills that are necessary.	Films: <u>Jobs in the City--Mass Media</u>; CEF Films <u>Jobs in the City--Construction</u>, CEF Films

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Make reports on hobbies and interests and discuss how some work can be fun.	Children's Experiences
Social Studies	Take a field trip to a local industry to observe the kinds of work involved that affects their lives.	Nolde's Bakery, Pepsi-Cola Co., Jeansco, Inc.
Social Studies	Make a <u>bar</u> graph showing the percentage of <u>all</u> Virginians, 16 years of age or older, working in each of the kinds of jobs that they have listed.	Book: <u>Virginia's History and Geography</u>. Dingledine, Barksdale, and Nesbitt, Charles Scribner's Sons, 1950, Reference Books
Social Studies	Develop a collection of pictures showing people at work in Virginia. Classify them according to periods of time and areas of the state.	Books: Whitman. <u>Picture Book of Virginia</u>. Putnam. <u>Everyday Life of the American Frontier</u>. <u>Virginia! A T.V. Social Studies Experience, Lesson 16</u>
Social Studies	Make a transparency of a map showing locations of natural resources.	Film: State Dept. of Education, 1972. <u>Natural Wonders of Virginia</u> VADE, 1961

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
		Book: <u>Virginia's History and Geography</u>. Dingledine, Barksdale, Nesbitt, Charles Scribner's Sons, 1950.
Language Arts	Write a skit to dramatize an occupation.	Reference Books, Children's Experiences
Art	Make a mural to show how the role of the Indian Mother has changed.	Paper and pencil, paint, brushes
Social Studies	Classify jobs into "job families" to display on the bulletin board.	Reference Books
Social Studies	List the many occupations and jobs found in our state.	Reference Books
Social Studies	Discuss the relationship between certain occupations in the state and the geographical area.	Book: <u>Virginia's History and Geography</u>, Dingledine Barksdale and Nesbitt, Charles Scribner's Sons, 1950
Math	Make a scale drawing to illustrate things seen on a field trip.	Children's Experiences

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Math	Figure transportation costs for the group and per-pupil cost on a field trip.	Bus Co., Teacher
Math	Make a graph showing the number of people employed in one industry as compared with another.	Children's Experiences Paper and pencil Local industries Newspapers
Science	Talk about the kind of power that is used by people in homes and in industries for heating, lighting, and other things.	Encyclopedias, Parents, Local industries
Science	Find out about the source of electricity in the community.	VEPCO Reference Books
Art	Draw pictures of parents working and explain to the class.	Art Materials
Art	Draw pictures of "How I Help At Home" and How I Help At School."	Art Materials
Music	Have students tell of ways in which their musical interests have been helpful to them in school, in scouts, in church, and at home.	Children's Experiences
Phy. Ed.	Discuss briefly the reason for the long hours of training associated with a sport.	Games, Baseball, Football

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Health	Discuss the importance of following safety rules on a field trip.	Children's Experiences Textbook: _Finding Your Way_. Lyons and Carnahan, Meredith Publishing Co., 1967
Health	Murals may be made or pictures drawn showing safety precautions in traffic, at home, at school, and at play.	Art Materials Textbook: _Finding Your Way_. Lyons and Carnahan, Meredith Publishing Co., 1967
Health	Discuss the importance of good health and physical condition in relation to job performance.	Textbook: _Finding Your Way_. Lyons and Carnahan, Meredith Publishing Co., 1967
Language Arts	Develop a bulletin board showing contributions of many workers in a particular occupational field.	Magazines, Newspapers, Reference books
Language Arts	Make a list of "Things I Can Do" and "Things I Know How to Do" and compose a Want Ad to advertise their qualifications.	Children's Experiences, Newspapers

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Interview a person from the telephone company to find out about his job and the skills required.	Resource person: C & P Telephone Co.
Language Arts, (Science, Music, Art, Phy. Ed.)	Set up "interest centers" with books, magazines, newspaper articles, stories, and crafts pertaining to special interests.	Books, Newspapers, Magazines
Language Arts	View films about various occupations. List ways a worker may get satisfaction from his job.	Film: <u>Jobs in the City-- Medical and Health</u>, CEF Films
Language Arts	List on a chart as many occupations as the students can find. Start with the ones found in their community and add others of interest.	Newspapers, Magazines, Telephone Directory
Language Arts	Role play situations such as babysitting or caring for clothing, dramatizing the right and wrong way of performing tasks.	Children's Experiences, Resource Person: (a) A mother (b) Child Care Center Worker
Language Arts	Interview the school secretary to find out about her job and the skills needed.	Resource Person: School Secretary

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Role play workers in various occupations showing how these people may obtain personal satisfaction from their work.	Children's Experiences
Science	Discuss how scientists, in the various areas of their science realm, find satisfaction in their positions.	Filmstrip: <u>George Washington Carver</u>, School Library Textbooks: <u>Concepts in Science</u>. Brandwein, Cooper, Blackwood & Hane, Harcourt Brace & World, Inc., 1966. <u>Finding Your Way</u>. Chapter 9, Lyons and Carnahan, Meredith Publishing Co., 1967. <u>Goals in Reading</u>. Unit 6, Pages 274-280, Early, Canfield Karlin, Schottman, and Adell, Harcourt Brace Jovanovich.
Social Studies	Take a field trip to a local industry to find out about the different kinds of work involved.	Seward Luggage

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Social Studies	Take a field trip to the local television station to become acquainted with the various jobs involved in producing a program.	WXEX Television Station
Math	Construct simple math games and use math in both the construction and the game playing.	Art Materials
Math	Measure and mount pictures. Arrange these pictures for exhibits, bulletin boards, and booklets.	Paper, Ruler, Art Materials
Health	Make a display for the room using pictures from magazines on good grooming.	Magazines, Catalogues
Music	Play classical or semi-classical recordings and encourage the students to do creative rhythms to the music.	Music Album: The Wonderful World of Music for Children.
Language Arts	Discuss the importance of education and job training to work.	Encyclopedias, Filmstrip: What Good is School? Foundations for Occupational Planning, SVE
Language Arts	Discuss how writing skills may be related to work success.	Filmstrips and Records: World of Work SRA

INFORMATIONAL OBJECTIVE: The students will identify the many occupations and jobs that are available within the city and state.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
		What Good is School? Foundations for Occupational Planning, SVE
Language Arts	Have the students write a letter to a worker they know for information regarding good work habits and attitudes.	C & P Telephone Co., Petersburg Engraving Co., Local Bank

STUDENT OUTCOMES

1. Parents will cooperatively participate in activities related to the career education programs.
2. Given four different age levels from 5 through 80, the child will be able to identify at least five (5) different kinds of work appropriate at each age.
3. Given a list of local industries or businesses, the child will be able to list five ways in which the work of each is essential.
4. Each child is able to list several factors necessary for job success.
5. After a discussion on "What is Work?", about 85% of the students will be able to understand that occupations develop to fulfill social needs.
6. After several field trips and talking to resource persons, most of the students will be able to recognize that there is a wide and increasing variety of occupations.
7. After viewing the filmstrip Job Families, from a list of occupations students will be able to classify these occupations into job families.
8. Students will be able to list some of the career opportunities in their immediate neighborhood or community.

UNIT III

EDUCATIONAL GOAL: To inform students that people are interdependent for fulfillment of their needs.

CONCEPT: Job specialization creates interdependancy.

INFORMATIONAL OBJECTIVE: The students will discuss how the interdependency of workers affects our economy and our society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts, Social Studies	Take a field trip to a local industry where mass production techniques are used and observe and discuss the assembly line technique. Also, observe the number of operations performed by the machines.	Brown & Williamson Tobacco Co., Nolde's Bakery
Language Arts	View a film about the assembly line approach.	Film: Eggs to Market: The Story of Automated Eggs Processing, FA Films
Language Arts	Dramatize various chores done by the early settlers such as candle dipping, soap making, and weaving.	Films: Pioneer Home, Coronet, 1948 Colonial Life and Crafts, EBF, 1966
Language Arts	Read and report on inventions that have brought about improved ways of living.	Films: Thomas Edison McGraw, 1963

INFORMATIONAL OBJECTIVE: The students will discuss how the interdependency of workers affects our economy and our society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Social Studies	Make an exhibit of goods produced in Virginia to show how one section depends on another.	<u>Benjamin Franklin</u> EBF, 1951 Textbook: <u>Virginia's History and Geography</u>, Dingledine, Barksdale and Nesbitt, Charles Scribner's Sons, 1950
Social Studies	Visit a local supermarket to note products produced in other parts of the state, nation, and world.	Supermarket, Film: <u>Foreign Marketing Newsreel</u> USDA 1963
Social Studies	Discuss the need of the early settlers of working together for a common cause.	
Health	Make booklets containing diagrams of the organs of the body and report in story form about the function of each organ.	Textbook: <u>Finding Your Way</u>. Unit 8, Lyons and Carnahan, Meredith Publishing Co., 1967
Health	Read and discuss how the organs and systems of the body work together to enable people to function as a unified organism.	Textbook: <u>Finding Your Way</u>.

INFORMATIONAL OBJECTIVE: The students will discuss how the interdependency of workers affects our economy and our society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
		Unit 8, Lyons and Carnahan, Meredith Publishing Co., 1967
Music	The student will listen to music of various times and cultures.	Music Album: The Wonderful World of Music for Children
Phy. Ed.	Discuss how essential it is for each person to play his position in a team sport.	Games: Basketball Baseball
Art	Divide the class into two groups. One group will make a drawing of present day division of work in the family while the other group will show divisions of labor in the families of the early settlers.	Films: Colonial Children EBF, 1939, Colonial Life in the Middle Colonies Coronet, 1955
Math	Determine the amount each student in class is to contribute when the class purchases a gift for a sick student.	Textbook: Modern School Mathematics--Structure and Use. Duncan, Capps, Dolcian, Quast, and Zweng, Houghton

INFORMATIONAL OBJECTIVE: The students will discuss how the interdependency of workers affects our economy and our society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
		Mifflin Company, 1967
Science	Discuss how life in a community would be changed if electrical power were cut off for a few days.	Children's experiences, VEPCO Representative
Science	Make a picture chart of fresh and dried foods that we use today. Then make a report on how Indians and early pioneers dried and preserved foods.	Magazines, Food Charts
Social Studies	Take a field trip to the local television station and afterwards have students illustrate (scrapbook or drawing) the interdependency within the occupational area.	WXEX Television Station
Language Arts, (Art)	Prepare a scrapbook to show how experiments with such products as soybeans, peanuts, coal, and pine trees have improved ways of living.	Magazines and newspapers Books: <u>Magic Mixtures, Alloys and Plastics</u> Prentice Hall, 1963
Social Studies	Set up a production line and mass-produce a product decided on by the class.	Resource Person, Teacher

INFORMATIONAL OBJECTIVE: The students will discuss how the interdependency of workers affects our economy and our society.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Math	Calculate the cost and the time involved in the production of a product.	Teacher, Children's Experience

STUDENT OUTCOMES

1. Students will be able to list some of the advantages of the mass-production method.

2. Students will be able to make a flow chart describing the steps involved in the mass-production of a product.

3. Students will be able to list some of the things that they would have to do if they didn't have these services or job specialists.

4. From a given list of goods and services, the student will be able to distinguish between the essentials and non-essentials.

UNIT IV

EDUCATIONAL GOAL: To visit local businesses and industries to get a first-hand view of the "world of work."

CONCEPT: Man's livelihood depends upon the production, distribution and consumption of goods and services.

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Make illustrated charts showing products that represented wealth in the colonies.	Textbooks: <u>Virginia's History and Geography</u>. Dingledine, Barksdale and Nesbitt, Charles Scribner's Sons, 1950
Language Arts	View a film to discuss methods used in early Virginia to produce goods and contrast these with methods in use today.	Film: <u>Frozen Foods</u>, Bailey
Language Arts	Read and discuss how the barter exchange was used by the early settlers.	Textbook: <u>Virginia's History and Geography</u>. Dingledine, Barksdale, and Nesbitt, Charles

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
		Scribner's Sons, 1950
Language Arts	Report on or dramatize the work of the early settlers of Virginia to compare the past and present.	Filmstrip: <u>Plantation Life in Colonial Virginia</u>, School Library
Language Arts	Dramatize a barter exchange by having the students bring to class such small items as pencils, rulers, games and classical comic books. Set up a market place in the classroom where students can trade.	Pencils, Paper, Rulers, Books, Games
Language Arts	Discuss how natural wonders, national parks, and other tourist attractions contribute to the economy of Virginia.	Film: <u>Natural Wonders of Virginia</u>, VADE, 1961
Language Arts	Read and discuss how the availability of natural resources has affected the kinds of work carried on in that region.	Textbook: <u>Virginia's History and Geography</u>. Dingledine, Barksdale, and Nesbitt, Charles Scribner's Sons, 1950

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
	List the machines or implements used in reaping grain in Virginia from 1607 to the present.	Filmstrip: Planters of Colonial Virginia, School Library Film: Machines Do Work, McGraw, 1949
Social Studies	Locate on a map the regions of Virginia. Note the areas of production and discuss reasons for location of industries.	Textbook: Virginia's History and Geography. Dingledine, Barksdale and Nesbitt, Charles Scribner's Sons, 1950; Map
Social Studies	Make a list of the natural resources, their uses, and locations in Virginia.	Textbook: Virginia's History and Geography. Dingledine, Barksdale, and Nesbitt

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
		Charles Scribner's Sons, 1950, Maps, Encyclopedias
Social Studies	On an outline map of Virginia mark the various state industries.	Film: New Fields in the Old Dominion, VSDE Textbook: Virginia's History and Geography. Barksdale, Dingledine and Nesbitt, Charles Scribner's Sons, 1950
Social Studies	View films to contrast the economic incentives of our system with those of other countries.	Films: Holland-Dudley Japan-Coronet Tropical Africa-IFF
Social Studies	Invite a person from the local bank to talk to the class on how the bank lends money to companies which want to expand.	Resource person

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Science	Read and report to the class how climate and weather affect the work of farmers, fishermen, construction workers, and clothing store owners.	Books, Encyclopedias
Science	Give reports on activities to show how Virginians today prevent soil erosion and forest fires.	Filmstrips: <u>Saving Our Soil</u>, School Library <u>Using Our Forest Wisely</u>, School Library
Math	Fill in a catalogue order blank showing goods a person might order and discuss the amount of money involved.	Catalogue order blank, Children's Experiences
Math	Make up problems showing quantity and quality in determining the cost of a product or service.	Children's Experiences, Textbook: <u>Modern School Mathematics--Structure and Use</u>. Ducan, Capps, Dolciani, Quast and Zweng, Houghton Mifflin Co., 1967

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Math	Use basic math concepts to design a construction project to scale.	Children's Experiences
Math	Trace the use of barter and money in Virginia.	Reference books, Encyclopedias, Textbook: Modern School Mathematics--Structure and Use. Ducan, Capps, Dolciani, Quast and Zweng, Houghton Mifflin Co., 1967
Math	Make a graph showing the amount of wealth represented in Virginia's natural resources.	Reference books
Music	Sing songs and identify the various geographical settings on the basis of melodic material and tempo.	Song Book: The American Singer
Art	Collect and draw pictures to show foods people eat.	Art Materials, Magazines, Newspapers
Art	Make a papier-mâché map to show the topography of Virginia.	Art Materials

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	List and discuss the various types of services paid by a family for goods, services, and licenses during the year.	Resource People, Parents
Language Arts	Read and discuss reasons for dissatisfaction which existed among the early settlers as a result of the tea tax and the Stamp Act imposed by King George III.	Textbook: <u>Virginia's History and Geography</u>. Dingledine, Barksdale, and Nesbitt, Charles Scribner's Sons, 1950, Encyclopedias
Language Arts	Invite the principal to talk about how tax-supported public education benefits the community.	Resource Person: Principal
Language Arts	Discuss ways pupils can save tax money by wise use of school property.	Children's Experiences
Language Arts	List and discuss community services provided through use of local and state taxes.	Filmstrips: <u>Community Service Series</u>, School Library <u>Community Helpers Series</u>, School Library

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Interview the city manager to find out about community services and how citizens can help make their city and state a better place in which to live.	Resource Person: City Manager
Language Arts	Interview a person from the local bank to learn how it serves people.	Resource Person: Person from the bank
Language Arts	Plan an activity in which students can take part in voting to elect officers or to decide a question.	Children
Language Arts	Discuss things children use which are provided through taxes.	Tour of the school
Language Arts	Read and report on the Pure Food and Drug Act.	Encyclopedias, Reference books
Language Arts	Invite representatives of health insurance companies to explain how they render services, earn profits, contribute to general well-being, and stay within the governmental framework.	Resource Person: Insurance Agent
Language Arts	Write stories to show that each person is responsible for paying taxes to support government activities.	Resource people
Social Studies	Visit places within the community to see how taxes are spent in the city, state, and country.	

INFORMATIONAL OBJECTIVES: The students will identify the many types of goods and services that are supplied by the federal, state, and local government. The students will explain how man's livelihood depends upon the production, distribution and consumption of goods and services.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Math	Make up problems on the total cost of some items and figure the tax on them.	Children
Math	Work problems on computing percentage of income tax for tax purposes and determine the amount of refund due.	Tax forms
Math (Art)	Find out about some of the local tax expenses and illustrate them on a bulletin board which show how much of each purchase goes to taxes and total the cost.	Sales receipts, Newspapers, Resource people
Art	Collect pictures and bring in articles from newspapers showing how taxes are used for improvements in the community.	Newspapers, Magazines

<u>STUDENT OUTCOMES</u>

1. From a given list of goods and services, the students will identify by marking a "G" in front of those that are *goods*, and an "S" in front of those that are *services*.

2. From a given list of goods, the students will identify by marking a "C" in front of those that are *consumer goods* and a "P" in front of those that are *producer goods*.

3. From a given list of jobs, the students will classify them as either production, distribution, or service.

UNIT V

EDUCATIONAL GOAL: To visit local businesses and industries to get a first-hand view of the "world of work."

CONCEPT: Man's livelihood depends upon the production, distribution and consumption of goods and services.

INFORMATIONAL OBJECTIVE: The students will describe how transportation and communication make it possible for a wide distribution of goods to be moved from producer to consumer.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	View film showing economic values of land and water transportation.	Filmstrips: History of Land Transportation, History of Water Transportation, School Library
Language Arts	Discuss how distribution provides a wide variety of jobs for many people.	Film: To Market, To Market, Frith, 1942
Language Arts	Give oral reports on the steam engine, the automobile, and the airplane.	Encyclopedias, Reference Books
Language Arts	Read and discuss how the settlers in Virginia traded with England.	Textbook: Virginia's History and Geography. Dingledine, Barksdale and Nesbitt, Charles Scribner's Sons, 1950

INFORMATIONAL OBJECTIVE: The students will describe how transportation and communication make it possible for a wide distribution of goods to be moved from producer to consumer.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Language Arts	Make a list of goods exported by the United States to other countries.	References, Resource people
Language Arts	Collect and examine recent literature distributed by companies dealing with improvements in the means of transportation.	Brochures, Newspapers, Magazines
Language Arts	Make Now and Then charts on transportation for practice in making comparisons.	
Language Arts	Make a list of products shipped in and out of our city, according to sources and destinations.	Local Industries
Language Arts	Consult some census report on the number of persons in the transportation industries.	Reference Books, Census Report
Language Arts	Dramatize important highlights in the development of communications systems, such as the invention of the telephone, telegraph, phonograph, photography, etc.	
Language Arts	Making reports contrasting shipments of tobacco in early days with the use of trucks on todays' highways.	Films: Transportation By Land, McGraw, 1958; Transportaion By Water, McGraw, 1958

INFORMATIONAL OBJECTIVE: The students will describe how transportation and communication make it possible for a wide distribution of goods to be moved from producer to consumer.

CONTENT AREA	STRATEGIES	RESOURCE MATERIAL
Social Studies (Art)	Collect pictures to make a bulletin board display showing occupations which have developed as a result of new methods in the distribution of goods.	Magazines, Art Materials
Social Studies	Visit the museum to see exhibits on transportation and communication.	Smithsonian Institute, Washington, D.C.
Science	Keep a one-week record of a weather map as shown in the daily newspaper.	Newspaper
Math	Make problems to calculate the cost of sending messages of various kinds.	Resource people, Telephone rates
Math	Make a bar graph comparing the speed of different kinds of transportation, and discuss what effect speed may have on the cost.	Newspapers, Brochures, Timetables
Math	Collect timetables (bus, rail, ship, and air) and learn to read them.	Bus Co., Train Station, Airport
Health	Discuss the importance of modern transportation and communication to our health.	Reference books, Encyclopedias
Art	Draw sketches of imaginary future means of transportation to show how they might affect man and his occupations.	Children's Experiences

STUDENT OUTCOMES

1. Students will be able to list the various means of transportation in bringing goods to the consumer.
2. From a given list of products, students will be able to identify each product according to source and destination.
3. After a discussion of trading between the early settlers and England, the students will be able to compare colonial techniques with those of present day.
4. After studying means of communication, students will be able to draw a chart showing the development of communicaton from the beginning to the present.
5. After studying the means of transportation, the students will be able to draw a chart on frieze showing the development of transportation from the beginning to the present.

Evaluation

1. Evaluation of Understandings

   a. Observe class participation.
   b. Give objective-type and discussion tests.
   c. Observe contributions to group discussions.
   d. Administer standardized tests.
   e. Give a pre-test and a post-test to evaluate achievement in the classroom.
   f. Observe the students as they work on panels, give oral reports, and give written reports.
   g. Observe behavorial changes in group and individual tasks.
   h. Have group quizzes and discussions.

2. Evaluation of Skills

   a. Observe the growth in reading for information.
   b. Observe the desire to do more research.
   c. Observe participation in writing a short play to be dramatized.
   d. Observe a desire to read from many sources for information.
   e. Observe how well the learner can locate places on maps and globes.
   f. Observe the knowledge of the vocabulary of the World of Work gained from the context.
   g. Observe growth in letter writing and spelling.
   h. Observe growth in distinguishing between fact and opinion.
   i. Observe the creative work of the pupils done during the unit.
   j. Observe the ability to make comparisons.
   k. Observe how well the students discuss and interpret pictures and visual aids.

3. Evaluation of Attitudes

   a. Observe the ability to carry a fair share of the work load in a small group.
   b. Observe the ability to observe rules established by the group.
   c. Observe the respect shown for the ideas and feelings of classmates.
   d. Observe the desire to share with each other.

e. Observe the development of an appreciation for the efforts of such workers as coal miners, farmers, and factory workers.
f. Observe the development of an appreciation for the contributions of people in other sections of the state and the nation.

4. Teacher - Pupil Evaluation

The teacher - pupil conference can be of great help in assisting students in showing progress and growth and also in discovering particular learning problems and difficulties that they may have.

5. Pupil Evaluation

a. The pupils may evaluate their own work by individual conferences with the teacher.
b. The pupils will mark individual check list sheets.

Films:

Why Fathers Work
Jobs in the City - Mass Media. CEF Films
Jobs in the City - Medical and Health. CEF Films
Jobs in the City - Construction. CEF Films
Foreign Marketing Newsreel - USDA. 1963
Thomas Edison - McGraw, 1963
Inventions in America's Growth, 1750-1850, 1850-1910. Coronet, 1956
Eggs to Market - The Story of Automated Egg Processing - FA, 1965
Music in Colonial Williamsburg
Colonial Life and Crafts - LWSHN, 1966
A Pioneer Home - Coronet, 1948
Colonial Children - EBF, 1939
Colonial Life in the Middle Colonies - Coronet, 1955
New Fields in the Old Dominion, VSDE, 1949
Natural Wonders of Virginia - VADE, 1961
Eli Whitney - EFB, 1951
Machines Do Work - McGraw, 1949
Water - Friend or Enemy - OLAA, 1943
Tropical Africa, IFF, 1961
Water from Farm and City - USOA, 1960
Holland - SIPC, 1967
Japan, The Land and the People - Coronet, 1966
Soil Conservation - Top Soil - USDA, 1948
Climate and the World We Live In - Coronet, 1957
Transportation - Footpaths to Air Lane - CF, 1965
Transportation by Water - McGraw, 1958
To Market, To Market - Frith, 1942

Filmstrips:

Focus on Self-Development - SRA
George Washington Carver - EBF
Earning a Living in the Colonies - EBF
Virginia Geography Series - EBF
Early Communication - EBF

Dear Parent:

This year the fourth grade classes of Virginia Avenue School will study a unit entitled "Careers in our City and State." During the forthcoming weeks and months, we hope to make your child become more aware of the significance of the world of work by introducing him to many different jobs. Your child will learn some of the characteristics that make a good worker, and he will practice good home habits that can become good work habits.

May I thank you in advance for your anticipated cooperation. If you have any questions or suggestions, please do not hesitate to call me.

Yours truly,

SUGGESTED FIELD TRIPS

1. City Police Headquarters
2. Courtrooms - Juvenile, Municipal and Husting
3. Petersburg Fire Department
4. Nolde's Bakery
5. Brown and Williamson Tobacco Co.
6. Byrd Airport - Richmond, Virginia
7. Pepsi-Cola Bottling Co.
8. Petersburg City Hall
9. C & P Telephone Co.
10. WXEX-TV Station, Blandford
11. Safeway Supermarket
12. Allied Chemical Corporation
13. Greenleaf Dairy, Inc.
14. J. C. Penney Co., Inc.
15. Seward Luggage Manufacturing Co., Inc.
16. Titmus Optical Co., Inc.
17. Jeansco, Inc.

18. Post Office

19. W.S.S.V. Radio Station

20. Bank of Virginia

21. Petersburg Engraving Services

22. Rucker Rosenstock, Inc.

23. America House

24. Norfolk Naval Base - Norfolk, Va.

25. The Capitol and Governor's Mansion - Richmond, Va.

26. The Capitol - Washington, D.C.

27. Public Health Department

28. Petersburg General Hospital

29. Richmond Symphony - Richmond, Va.

30. Virginia Museum

31. Colonial Williamsburg

32. Jamestown, Va.

33. Trailways Bus Stations or Greyhound

34. Petersburg Information Center

35. A Drug Store

36. Va. State College

37. John Tyler Community College

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4. Upper School Curriculum Guide,
5. Post Secondary Curriculum Guide,
6. Career Guidance,
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8. Professional Development,
9. The Community.

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PAMPHLETS

American Astronomical Society
211 FitzRandolph Rd., Princeton, New Jersey 08540

"A Career in Astronomy"

American Bar Association
1155 East 60th Street, Chicago, Ill. 60637

"Law Schools and Bar Admission Requirements in the U.S."

American College of Surgeons
55 East Erie St., Chicago, Ill. 60611

"Modern Surgery"

American Council on Education for Journalism
School of Journalism, University of Missouri, Columbia, Mo. 65201

"1971-72 Accreditied Programs in Journalism"

American Dental Association
211 East Chicago Ave., Chicago, Ill. 60611

"Careers in Dentistry"
"Accredited Dental Assisting Programs"

American Hospital Association - AHA Careers Series
840 N. Lake Shore Drive, Chicago, Ill. 60611

"Careers that Count"
"Technicians: Electrocardiograph and Electroencephalograph"
"Hospital Public Relations Officer"
"Central Service Technician"

<u>PAMPHLETS</u> (cont.)

American Orthotic and Prosthetic Association
1440 N. St., N.W. Washington, D.C. 20005

"Career Opportunities for Orthotist and Prosthetists"

American Physical Therapy Association
1156 15th St., N.W., Washington, D.C. 20005

"Careers in Physical Therapy"

American Public Works Association - Southern California Chapter
City Hall, 303 West Commonwealth Ave., Fullerton, Ca. 92361

"Career Opportunities in Public Works"

American Society for Horticultural Science
P.O. Box 109, St. Joseph, Michigan 49202

"Horticulture - A Rewarding Career"

American Society of Zoologists
Box 2739, California Lutheran College, Thousand Oaks, Ca. 93160

"Careers in Animal Biology"

California College of Podiatric Medicine
1770 Eddy St., San Francisco, Ca. 94115

"Your Career in Podiatry"

California Community Colleges
Office of the Chancellor, Sacramento, Ca. 95814

"Occupational Programs in California Public Community Colleges"

PAMPHLETS (cont.)

Department of Employment - State of California
Farm Labor Service, Sacramento, Ca. 95814

"Youth Power on California Farms"

Engineers' Council for Professional Development (ECPD)
345 East 47th St., New York, New York 10017

"After High School What?"

Engineers Foundation of Ohio
445 King Ave., Columbus, Ohio 43201

"Do You Want to Be an Engineer?"

General Motors - Public Relations Staff
Detroit, Michigan 48202

"Can I Be a Mathematician?"
"Can I Be An Office Worker?"
"Can I Be A Draftsman?"

Hospital Council of Southern California - Careers Office
4777 Sunset Blvd., Los Angeles, Ca. 90027

"Your Hospital ... Your Helping Hand"

Human Relations Program
Connecticut Mutual Life, Hartford, Connecticut

"Doors to Open"
"The Worry - Go - Round"
"Needlepoints"
"Growing Pains"
"Satisfaction Guaranteed"
"The Next Promotion"

PAMPHLETS (cont.)

HRD State Department of Human Resource Development
800 Capitol Mall, Sacramento, Ca. 95814

"Choosing Your Occupation"
"How To Do It"

Manufacturing Chemists Association
1825 Connecticut Ave., N.W., Washington, D.C., 20009

"Careers Ahead in the Chemical Industry"

National Alliance of Businessmen
1730 K. St., N.W. Washington, D.C. 20006

"Directory of Predominantly Black Colleges and Universities in the United States of America"

National Association of Hearing and Speech Agencies
919 18th St., N.W., Washington, D.C. 20006

"Job Opportunities in the Construction Industry: A Fact Sheet for Counselors and Young Men Interested in Construction"

National Center for Information on Careers in Education
1607 New Hampshire Ave., N.W. Washington, D.C. 20009

"Youth and Careers in Education"

National Association of Retail Grocers
360 N. Michigan Ave., Chicago, Ill. 60601

"Would You Like to Own Your Own Business Some Day? - Then Food Retailing May Be the Career for You!"

PAMPHLETS (cont.)

Society of the Plastics Industry, Inc.
250 Park Ave., New York, New York 10017

"Jobs in the Plastics Industry"

Travelers Insurance Companies
Hartford, Connecticut
"What Will Your Future Hold?"
"Make Your First Impression a Lasting Asset"

United Business Schools Association
1730 M St., N.W. Washington, D.C. 20036

"Excitement, Travel, Career as an Overseas Secretary"

U.S. Department of Agriculture, Agricultural Research Service
Plant Industry Station, Beltsville, Md. 20705

"Entomologists in the Agricultural Research Service"

U.S. Civil Service Commission
Washington, D.C. 20514

"Lawyers in the Federal Government"
"Federal Jobs Overseas"
"The Human Equation"
"Career Opportunities in the Federal Government" (Computer Specialists)
"Working for the U.S."
"Senior Level Positions"
"Take a Giant Step - Go Government"
"Federal Employment of Noncitizens"
"Air Traffic Control Specialists"

PAMPHLETS (cont.)

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

"Why Not Be a Medical Technologist?"
"Tomorrow's Manpower Needs"
"Why Not Be A Technical Writer?"
"Why Not Be An Apprentice?"
"Jobs for Which Apprenticeship Training is Available"
"Establishing a New Career: The Social Health Technician"
"College Educated Workers 1968-80"

U.S. Department of Labor - San Francisco Branch
450 Golden State Avenue, Box 36017
San Francisco, Calif. 94102

"ORBIT"

World of Work, Occupational Field Center
310 Price Place, Madison, Wisc. 53705

"Rehabilitation Therapy: Art Therapist ... Occupation"

American Dental Assistants Association
211 East Chicago Ave., Chicago, Ill. 60611

"There's an Action Career Ahead .... when you become a trained Dental Assistant!

American Institute of Nutrition
9650 Rockville Pike, Bethesda, Maryland 20014

"Challenges of Nutrition"

PAMPHLETS (cont.)

Retail Jewelers of America, Inc.
1025 Vermont Avenue, N.W., Washington, D.C. 20005

"The Golden Touch"

The American Physiological Society,
9650 Rockville Pike, Bethesda, Md. 20014

"Medical Physiology"

American Institute of Biological Sciences
3900 Wisconsin Ave., N.W., Washington, D.C. 20016

"Careers in Biology"

National Health Council, Inc.
1740 Broadway, New York, New York 10019

"Where to get Health Career Information"

The American Dietetic Association
620 North Michigan Ave., Chicago, Ill. 60611

"Dietetics: Focus on the Future"

Council of Better Business Bureaus, Inc.
1150 17th Street, N.W., Washington, D.C. 20036

"Facts on Computer Careers"

Education Council of the Graphic Arts Industry, Inc.
4615 Forbes Ave., Pittsburg, Pennsylvania 15213

"Answers to some questions about careers in Graphic Communications"

Music Educators National Conference
1201 16th Street, N.W., Washington, D.C. 20036

"Music Is Your Business"

Executive Secretary
Society For Range Management
2120 South Birch Street
Denver, Colorado 80222

"Careers in Range Science and Range Management

American Watchmakers Institute
P.O. Box 11011, Cincinnati, Ohio 45211

"Careers in Watch Repairing"

Virginia Council On Health and Medical Care
P.O. Box 12363, Central Station
Richmond, Virginia 23241

"Virginia Health Careers"

New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

"Should You be a Forester?"

Pathology Information
9650 Rockville Pike,
Bethesda, Maryland 20014

"Pathology --- the Science of Disease"

<u>PAMPHLETS</u> (cont.)

International Association of Fire Fighters
1750 New York Ave., N.W.,
Washington, D.C. 20006

"It Takes A Professional   To Fight Fire
Today's Fire Fighter........is a Professional"

American Watchmakers Institute
P.O. Box 11011, Cincinnati, Ohio 45211

"National Roster of Watchmaking Schools"

Structural Clay Products Institute
1750 Old Meadow Rd., McLean, Va. 22101

"Bricklaying"

Virginia Electric and Power Company
700 East Franklin Street
Richmond, Virginia 23209

"20 Questions about VEPCO and the Answers"

The American Society of Photogrammetry
105 N. Virginia Ave.
Falls Church, Va. 22046

"Your Introduction to Photogrammetry"

The Wildlife Society
Suite S-176, 3900 Wisconsin Ave. N.W.
Washington, D.C. 20016

"A Wildlife Conservation Career For You"

PAMPHLETS (cont.)

The Airline Stewardess Information Bureau
9072 South Lyndale
Minneapolis, Minnesota 55420

"Stewardess Life '72"

General Electric Company
New York, New York 10022

"So You Want to go to Work"

National Beauty Career Center
3839 White Plains Rd.,
Bronx, New York 10467

"Hairdressing and Cosmetology"

Virginia Electric and Power Company
700 East Franklin Street
Richmond, Virginia 23209

"VEPCO.....Where Tomorrow Is Happening"

Barber Career Opportunities
3839 White Plains Rd.,
Bronx, New York 10467

"A Profitable Career in Barbering and Men's Hairstyling Awaits You!"

National Career Center
3839 White Plains Road
Bronx, New York 10467

PAMPHLETS (cont.)

The National Aeronautics and Space Administration
The Ohio State University Research Foundation
Columbus, Ohio

"Seven Steps To A Career In Space Science and Technology"

Superintendent of Documents,
U.S. Government Printing Office
Washington, D.C. 20402

"Aerospace Bibliography"

Retail Jewelers of America, Inc.
1025 Vermont Ave., N.W.,
Washington, D.C. 20005

"The Golden Touch"

The Mathematical Association of America
1225 Connecticut Ave., N.W.,
Washington, D.C. 20036

"Professional Opportunities In Mathematics"

Soil Conservation Service
U.S. Department of Agriculture

"Students Start Your Career in SCS
Before You Graduate"

PAMPHLETS (cont.)

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

"Should You Be a Dietitian?"

U.S. Office of Education
Federal Aviation Administration
Office of General Aviation Affairs
and
National Aerospace Education Council

"Aviation - Where Career Opportunities Are Bright"

Federal Bureau of Investigation
Washington, D.C. 20535

"FBI Career Opportunities"

Instrument Society of America
400 Stanwix Street
Pittsburgh, Pennsylvania 15222

"A Rewarding Technical Career In Instrumentation Awaits You"

National Aerospace Education Association
806 Fifteenth Street, N.W.,
Washington, D.C. 20005

"An Invitation to Membership In The"

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Eastern Airlines
Miami International Airport
Miami, Florida 33148

"Eastern"

Division of Educational Services
American Dental Hygienists' Association
211 East Chicago Avenue,
Chicago, Illinois 60611

"Careers In Dental Hygiene"

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

"Should You Be an Aeronautical Engineer?"

Social Work Careers Information Service
National Association of Social Workers
2 Park Avenue
New York, New York 10016

"A Career in Social Work -- Tough, Exciting, Rewarding"

Granby Barber College
2512 Granby Street
Norfolk, Virginia 23517

"Unlimited Opportunities for Graduates Bulletin No. 4"

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National Association of Real Estate Boards
155 East Superior Street
Chicago, Illinois 60611

"The Challenge of Real Estate"
"Preparing for the Real Estate Business"
"Real Estate: A Career with a Bright Future"
"Superior Equipment of the Realtor"

American Federation of Information Processing Societies, Inc.
210 Summit Avenue
Montvale, New Jersey 07645

"Afips Press Publications 1972"

Council on Dental Education
American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

"Dentistry - A Changing Profession"

General Aviation Manufacturers Association
Suite 1200-A
Washington, D.C. 20036

"How To Land a Career Using Personal Flying"
"How To Land a Career As a Professional Pilot"
"How To Land a Career As a Flight Instructor"
"How To Land a Career As an A & P Mechanic"
"How To Land a Career As a Fixed Base Operator"

<u>PAMPHLETS</u> (cont.)

American Iron & Steel Institute
1000 16th Street, N.W.,
Washington, D.C. 20036

"The Story of Environment & Industry"

National Center for Information of Careers in Education
1607 New Hampshire Avenue, N.W.,
Washington, D.C. 20009

"Educators' Placement Guide"

National Association of Letter Carriers
100 Indiana Avenue, N.W.,
Washington, D.C. 20001

"So You Want to Carry the Mail!"

Engineers' Council for Professional Development
345 East 47th Street,
New York, New York 10017

"Do I Have Engineering Aptitude?"

Engineers' Council for Professional Development,
345 East 47th Street
New York, New York 10017

"New Careers In Engineering Technology"

Hercules
Wilmington, Delaware

"Hercules Today A Major Chemical Company"

PAMPHLETS (cont.)

Engineers' Council for Professional Development
345 East 47th Street,
New York, New York 10017

"Engineering: A Challenge"

American Association of Colleges of Pharmacy
Office of Student Affairs
8121 Georgia Avenue, Suite 800
Silver Springs, Maryland 20910

"Career Opportunities in Pharmacy"

Engineers' Council for Professional Development
345 East 47 Street
New York, New York 10017

"Engineering: Creating A Better World"

Superintendent of Documents
U.S. Printing Office
Washington, D.C. 20402

"The National Park System"

APWA Education Foundation
1313 East 60th Street
Chicago, Illinois 60637

"Career Opportunities in Public Works"

American Trucking Associations, Inc.
1616 P Street, N.W., Washington, D.C. 20016

"Practical Driving Tips"

PAMPHLETS (cont.)

Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

"An Occupational Guide to Public Relations

Career Information Service
Personnel Department
The Travelers Insurance Companies
Hartford, Connecticut

"What Will Your Future Hold?"

Council on Hotel, Restaurant and Institutional Education
Suite 736
1522 K Street, N.W.,
Washington, D.C. 20005

"Directory of Hotel, Restaurant, Institutional Schools"

Information Center
Public Relations Society of America
845 Third Avenue
New York, New York 10022

"Public Relations - Profession and Growth Industry"

King Features
235 East 45th Street
New York, New York 10017

"Popeye and the 15 Career Clusters"

PAMPHLETS (cont.)

American Society for Pharmacology and Experimental Therapeutics,
9650 Rockville Pike,
Bethesda, Maryland 10014

"This is the Profession of Pharmacology"

American Trucking Associations, Inc.
Education Section
1616 P Street, N.W.,
Washington, D.C. 20036

"Truck Drivers Dictionary and Glossary"

The National Association of Letter Carriers
100 Indiana Avenue, N.W.
Washington, D.C. 20001

"The Mail Man"

National Association of Bank-Women, Inc.
111 East Wacker Drive
Chicago, Illinois 60601

"A Career for Women — Banking"

American Trucking Associations, Inc.
1616 P Street, N.W.
Washington, D.C. 20036

"How Trucks Serve You"

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

"Speech Patholegy and Audiology Career Information"

PAMPHLETS (cont.)

Mr. Edward L. Smith
Director of Admissions
Virginia State College
Petersburg, Virginia 23803

"Information about Virginia State College"

Accoustifone Corporation
8954 Comanche Avenue
Chatsworth, California 91311

"Stuff?"

American Medical Association
535 North Dearborn
Chicago, Illinois 60610

"Horizons Unlimited"

National League for Nursing
10 Columbus Circle,
New York, New York 10019

"Do You Want To Be A Nurse?"

American Hospital Association
840 N. Lake Shore Drive
Chicago, Illinois 60611

"Hospital Career Opportunities"

PAMPHLETS (cont.)

U.S. Department of Health, Education, and Welfare
Public Health Service
National Institutes of Health
Bureau of Health Manpower Education
Division of Physician and
Health Professions Education
Bethesda, Maryland 20014

"Health Professions Student Loan Program"

Medical College of Virginia
Health Sciences Division
Virginia Commonwealth University
Richmond, Virginia

"School of Pharmacy"

Society for Technical Communication
Suite 421, 1010 Vermont Ave., N.W.
Washington, D.C. 20005

"Is Technical Writing Your Career?"

National Association of Purchasing Management
11 Park Place
New York, New York 10007

"Your Career in Purchasing Management"

American Society of Agricultural Engineers
2950 Niles Road
St. Joseph, Michigan 49085

"Change the World?"

PAMPHLETS (cont.)

The National Executive Housekeepers Association, Inc.
Business and Professional Building
Second Avenue
Gallipolis, Ohio 45631

"A Bright Future"

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

"Career Facts About Today's Veterinarian"

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

"Today's Veterinarian"

Scientific Manpower Commission
2101 Constitution Avenue, N.W.
Washington, D.C. 20418

"Search -- Scientific Manpower Commission"

Scientific Manpower Commission
2101 Constitution Ave., N.W.
Washington, D.C. 20418

"Test Yourself for Science"

<u>PAMPHLETS</u> (cont.)

Institute of Electrical Engineering
345 East 47th Street
New York, New York 10017

"Your Challenge in Electrical Engineering"

Sheet Metal Workers' International Association
(AFL-CIO)
1000 Connecticut Avenue, N.W.
Washington, D.C. 20036

"Sheet Metal Workers & Apprenticeship Training"

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

"The Search For Economic Security"

American Institute of Physics
355 East 45 Street
New York, New York 10017

"The Wise Use of Science"

The American Institute of Physics
335 East 45 Street
New York, New York 10017

"The Medical Physicist"

Public Personnel Association
1313 East 60th Street
Chicago, Illinois

"Your Career in Public Personnel Administration"

<u>PAMPHLETS</u> (cont.)

American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, Illinois 60611

"Your Career in Hospital Administration"

United Transportation Union
15401 Detroit Avenue
Cleveland, Ohio 44107

"Your Labor Union"

National Health Council, Inc.
1740 Broadway
New York, New York 10019

"Where to Get Health Career Information"

Marine Technology Society
1730 M Street, N.W.
Washington, D.C. 20036

"Join Marine Technology Society"

Medical Library Association, Inc.
919 North Michigan Avenue
Chicago, Illinois 60611

"Medical Librarianship A Professional Career"

Mrs. Mary Wiley, Business Manager
The American Society of Zoologists
Box 2739 California Lutheran College
Thousand Oaks, California 91360

"Careers In Animal Biology"

Superintendent of Documents,
U.S. Government Printing Office,
Washington, D.C. 20402

"Working for The U.S.A."

Modern Learning Aids
1212 Avenue of the Americas
New York, New York 10036

"A Career In Astronomy"

The Foundry Educational Foundation
1138 Terminal Tower,
Cleveland 13, Ohio

"Engineering and Technical Career Opportunities In the Cast Metals Industry"

U.S. Government Printing Office
Washington, D.C. 20402

"Careers in Soil Conservation Service"

U.S. Department of Health, Education, and Welfare
Public Health Service
National Institutes of Health
Bureau of Health Manpower Education
Division of Nursing
Bethesda, Maryland 20014

"Nursing Scholarship Program Career Information"

PAMPHLETS (cont.)

Oceanography Information Booklet
1730 M Street, N.W., Suite 412
Washington, D.C. 20036

"The Oceans and You"

U.S. Department of Health, Education, and Welfare
Public Health Service
Bureau of Health Manpower Education
Division of Nursing
Bethesda, Maryland 20014

"Nurse Supply & Needs"

U.S. Department of Health, Education and Welfare
Public Health Service
Bureau of Health Manpower Education
Bethesda, Maryland 20014

"Join the Life Corps"

U.S. Department of Health, Education and Welfare
Public Health Service
National Institutes of Health
Bethesda, Maryland 20014

"Health Careers Film Guide"

Data Processing
Management Association
505 Busse Highway
Park Ridge, Illinois 60068

"Your Career in Data Processing"

<u>PAMPHLETS</u> (cont.)

Music Teachers National Association, Inc.
Executive Secretary of MENC-
Charles L. Gary,
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

"Careers in Music"

Information Service of the American Bar Association
Circulation Department 2011,
American Bar Association,
1155 East 60th Street
Chicago, Illinois 60637

"The Profession of Law"

Career Information Service
New York Life Insurance Company
Box 51, Madison Square Station
New York, New York 10010

"Should You be a Physicist?"

The American Institute of Physics
Division of Education and Manpower
State University of New York at Stony Brook
Stony Brook, New York 11790

"The Wise Use of Science"

American Astronomical Society
211 FitzRandolph Road
Princeton, New Jersey, 08540

"The American Astronomical Society"

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Armstrong Cork Company
Attention: C.O. Hess
Liberty Street
Lancaster, Pennsylvania 17604

"Your Opportunity As a Professional Flooring Craftsman"

United States Civil Service Commission
Washington, D.C. 20415

"Summer Jobs In Federal Agencies"

The Junior Engineering Technical Society
United Engineering Center
345 East 47th Street
New York, New York 10017

"The Jets Program"

American Society for Engineering Education
1 DuPont Circle, N.W., Suite 400
Washington, D.C. 20036

"Publications in Engineering Education"

American Geological Institute
2201 M Street N.W.
Washington, D.C. 20037

"Geology Science and Profession"

Technical Services Director
American Institute of Industrial Engineers, Inc.
25 Technology Park/Atlanta
Norcross, Georgia 30071

"First Work Measurement and Methods Engineering"

Association of American Railroads
Public Relations Department
Washington, D.C. 20036

"The Human Side of Railroading"

National Institute of Drycleaning
Silver Spring, Maryland

"Opportunity and a Future"

United Transportation Union
15401 Detroit Avenue
Cleveland, Ohio 44107

"The Unity Move In Railroad Labor"

Department of Transportation
Federal Aviation Administration
Office of Public Affairs
Aeronautical Center
Oklahoma City, Oklahoma

"You and Your Radio"

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Department of Transportation
Federal Aviation Administration
Office of Public Affairs
Aeronautical Center
Oklahoma City, Oklahoma

"The Control Tower"
"The Flight Service Station"
"Air Traffic Service U.S.A."
"Radar Sees the Weather"
"You and Your Transponder"
"Flight----The Story of Electronic Navigation"
"Pilot's Weather--How It Is Forecast"
"You & Your V O R"

A A F
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

"Jobs In Advertising
"Questions and Answers About Advertising"

American Institute of Industrial Engineers, Inc.
United Engineering Center
345 East 47th Street
New York, New York 10017

"Team Work"

Contact local recruiting Offices

"Career Information for the Armed Services"

REX Resource Bureau
P.O. Box 2022,
Milwaukee, Wisconsin 53201

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The International Oceanographic Foundation
10 Rickenbacker Causeway,
Virginia Key,
Miami, Florida 33149

"Training and Careers in Marine Science"

American Hospital Association
Chicago, Illinois 60611

"Educational Programs in the Health Field"

Daniel Boone School
Mr. Samuel Vitone, Instr.
Hancock & Wildey Sts.
Philadelphia, Pennsylvania 19123

"Courses in Shoe Repairing"

National Association of Wholesaler-Distributors
1725 K Street, N.W.
Washington, D.C. 20006

"Your Career In Wholesale Distribution"

1225 East McMillan Street
Cincinnati, Ohio 45206

"International Molders and Allied Workers Union"

American Institute of Planners
917 Fifteenth Street, N.W.
Washington, D.C. 20005

"The Challenge Of Urban Planning"

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U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

"Employment Outlook for Driving Occupations"

National Association of Purchasing Management
11 Park Place
New York, New York 10007

"Purchasing As A Career"

Public Affairs Pamphlets
381 Park Avenue South
New York, New York 10016

"Wanted: Medical Technologists"

American Society of Agricultural Engineers
St. Joseph, Michigan 49085

"Change The World?"

American Society of Medical Technologists
Suite 1600
Hermann Prof. Bldg.
Houston, Texas 77025

"What Kind of Career Could I Have
In a Medical Laboratory?"

Department of Transportation
Federal Aviation Administration
Washington, D.C. 20590

"FAA Film Catalog"

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Superintendent of Documents,
U.S. Government Printing Office
Washington, D.C. 20402

"Seven Steps to a Career in Space Science and Technology"

American Meteorological Society
45 Beacon Street
Boston, Massachusetts 02108

"The Challenge of Meteorology"

Gerald Childress
Lieutenant Colonel, GS
Director, Advertising and Information
Headquarters, US Army Recruiting Command
Hampton, Virginia 23369

"We've Got the Training You Want"

National Recreation and Park Association
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

"Where the Action Is"

The American Society of Landscape Architects
1750 Old Meadow Road
McLean, Virginia 22101

"Landscape Architecture .... A Professional Career in Land Planning"

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Public Relations Society of America, Inc.
845 Third Avenue,
New York, New York 10022

"An Occupational Guide to Public Relations"

Educational Division
Institute of Life Insurance
277 Park Avenue
New York, New York 10017

"It's Up To You ..... A Guide To a Career
In Health and Life Insurance"